DOCUMENT RESUME

ED 470 776 CE 084 077

TITLE	Programming and Training Booklet 5: How To Implement a Project.
INSTITUTION	Peace Corps, Washington, DC. Information Collection and Exchange Div.
REPORT NO	ICE-T0117
PUB DATE	2001-11-00
NOTE	143p.; For other booklets in this series, see CE 084 073-076.
AVAILABLE FROM	For full text: http://www.peacecorps.gov/library/pdf/T0117_ptbooklet5.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	*Community Development; Developing Nations; Foreign Countries; Guidelines; Inservice Education; Instructional Materials; International Programs; Organizational Communication; Planning; *Program Budgeting; *Program Development; *Program Implementation; Recordkeeping; *Site Development; Stakeholders; Technical Assistance; *Volunteer Training; Volunteers
IDENTIFIERS	*Peace Corps

ABSTRACT

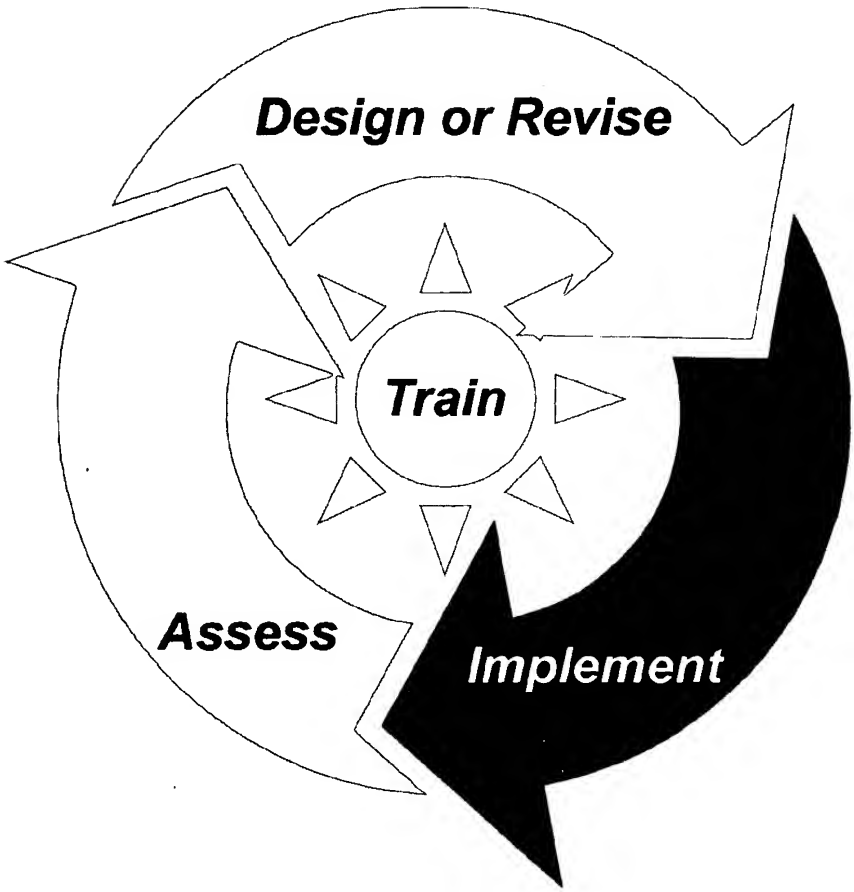
This booklet is one of five in the Peace Corps (PC) Programming and Training Guidelines collection that provides agency-wide programming and training (P&T) guidance for PC staff and project partners. It incorporates topics from previous booklets--how to design or revise a project, how to integrate the PC's cross-cultural goals, and how to assess a project--and provides additional ideas and tools on how to implement a project. Following the introduction, Chapter 2 presents information on various planning cycles in use throughout the PC and on processes managed by posts. It also considers budgeting. Chapter 3, on site development, covers these four areas: identification and selection, volunteer placement, ongoing partnership, and phasing out. Chapter 4, on training and supporting volunteers, discusses pre- and in-service training; close of service; and documents to support staff that provide information on projects, ideas, directions for making resources, and funding sources. Chapter 5, on communicating with stakeholders, outlines communication tools for invitees, trainees, volunteers, and project partners. A resources section provides a collection of reference materials used in the field. Appendixes include acronyms, glossary, and index. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

CE

ED 470 776

Programming and Training
Booklet 5
How to Implement a Project



Peace Corps

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE084077

ICE T0117

Information Collection and Exchange

The Peace Corps Information Collection and Exchange (ICE), a unit of the Center for Field Assistance and Applied Research (the Center), makes the strategies and technologies developed by Peace Corps Volunteers, their co–workers, and their Counterparts available to development organizations and workers who might find them useful. ICE works with Peace Corps technical and training specialists to identify and develop information of all kind to support Volunteers and overseas staff. ICE also collects and disseminates training guides, curricula, lesson plans, project reports, manuals, and other Peace Corps–generated materials developed in the field. Some materials are reprinted "as is"; others provide a source of field–based information for the production of manuals or for research in particular program areas. Materials that you submit to ICE become part of the Peace Corps' larger contribution to development.

This publication was produced by the Peace Corps Center for Field Assistance and Applied Research. It is distributed through the Center's Information Collection and Exchange unit. For further information about ICE materials (periodicals, books, videos, etc.) and information services, or for additional copies of this title, please contact ICE and refer to the ICE catalog number that appears on the publication.

Peace Corps
Center for Field Assistance and Applied Research
Information Collection and Exchange
1111 20th Street, NW — 5th Floor
Washington, DC 20526
tel.: (202) 692–2640; fax.: (202) 692–2641

Share Your Experience

Add your experience to the ICE Resource Center. Send your materials to us so that we can share them with other development workers. Your technical insights serve as the basis for the generation of ICE manuals, reprints, and training materials. They also ensure that ICE is providing the most up–to–date, innovative problem solving techniques and information available to you and your fellow development workers.

Programming and Training
Booklet 5
How to Implement a Project

Peace Corps

November 2001

Information Collection and Exchange

Publication No. T0117

Preface

The Peace Corps Programming and Training Guidelines is composed of 6 Booklets. The booklets provide agency-wide programming and training (P&T) guidance for Peace Corps staff and project partners.

Booklet 1: Programming and Training: The Basics is an overview of the Peace Corps' approach to P&T.

Booklet 2: How to Design or Revise a Project offers a step-by-step approach for designing or revising a project, beginning with analyzing the situation in a country and ending with a complete project plan.

Booklet 3: How to Integrate Second and Third Goals Into Programming and Training provides ideas on how to integrate the Peace Corps' cross-cultural second and third goals into programming and training.

Booklet 4: How to Assess a Project shows how to design and implement a monitoring and evaluation plan.

Booklet 5: How to Implement a Project provides guidance, tips, and tools to use in implementing a project including information on site development, how to train and support Volunteers, and the agency's planning and budgeting system.

Booklet 6: How to Integrate Programming and Training offers guidance on how to effectively develop training that supports programming goals.

The Peace Corps first developed agency guidelines for programming and training through the production of the Programming and Training System (PATS) in 1990. In response to feedback from posts, numerous field and headquarters staff revised and updated the publication. The Peace Corps gratefully acknowledges the contributions of everyone who participated in the development and production of this manual.

Table of Contents

Introduction **1**
About this booklet 1

Plan and Budget **3**
Agency–wide Planning and Budgeting Processes 3
Integrated Planning and Budget System (IPBS) 3
Planning and Budget Cycle 4
IPBS and Periodic Budget Review 5
Quarterly Trainee Request System 5
Volunteer Request Process 5
Project Status Reports (PSRs) 6
Training Status Reports (TSRs) 6
Annual Planning Cycle 6
Planning and Budget Activities Annual Calendar 7
Post–Specific Planning Processes and Tools 8
Staff Work Plans 8
Post Annual Calendar of Events 9
Annual Calendar 11
Monthly Calendars 12
Weekly and Daily To–Do Lists 12
Events Matrices and Checklists 12

Develop Sites **13**
Site Development 13
Site Identification and Selection 14
Develop a Volunteer Placement Strategy 14
Develop Site Selection Criteria 18
Develop Tools to Use in the Process 19
Develop a Site Identification and Selection Strategy 24
Survey Potential Sites 26
Meet with Potential Partners 27
Assess and Select Sites 28
Volunteer Placement 29
Conduct Trainee Interviews 29
Consider Trainee Preferences 29
Match Trainees to Sites 31
Announce Site Placements 31
Timeline for Site Identification and Selection 33
Partner Agreements 34
Site History Files 36
Ongoing Partnership 37
Phasing Out Peace Corps' Involvement 37

Train and Support Volunteers **39**
Training Volunteers 39
Pre–Service Training (PST) 40
Trainee Site Visits 40
In–Service Training (IST) 43
Mid–Service Conference 43

Close of Service (COS) 44
Site Visits 46
Standards and Guidelines 47
Site Visit Reports 48
Questions to Ask Volunteers During Site Visits 48
Questions to Ask Supervisors and Community Partners during Site Visits 50
Technical Resources 52
Volunteer Project Books 52
Volunteer Site Notebooks 52
Technical Resource Books 53
Information Resource Centers 53
Funding Sources 53
Site Exchanges 53
Volunteer Support Guide 54
Supporting Volunteers 54

Communicate with Stakeholders 57
Communication Tools for Invitees, Trainees, and Volunteers 57
Invitee Materials 57
Staging Materials 57
Pre–Service Training Materials 58
Volunteer Newsletters 58
Feedback on Volunteer Periodic Reports 58
Communication Tools for Project Partners 58
Peace Corps Program Brochure 59
Peace Corps Program Sheet 59
Peace Corps Data Sheets 59
Project Description Sheet 59
Posters 59
Project Partners Newsletter 60
Annual Report 61
Videos 61
Press Releases 61
Peace Corps Information Folders 61

Resources 63
Agency Survey Form 63
Community Agreement for Placement of a Volunteer 65
Community Survey Form 69
Event Checklist 71
Event Matrix 73
Health Criteria for Site Selection 75
Housing Checklist 77
Housing Survey Form 79
Peace Corps Volunteer Leader Statement of Work 82
Placement Criteria for Secondary School Teachers 83
PCV Replacement Request Form for Agroforesty 84
PCV Site Visit Report 86
Role of a Community Partner 87
Role of Peace Corps 88
Role of the Supervisor 89

Role of the Volunteer....91
School Information Form....92
Site Assessment Summary Sheet....95
Site Development Workshops....97
Site Evaluation by PCV....98
Site Placement Factors to Consider....99
Site Selection Status Log....101
Site Visit Debriefing Session Plan....102
Site Visit Feedback Form from PCV to APCD....103
Site Visit Meeting with School Administration....104
Site Visit Report....106
Supervisor's Handbook....108
Ten Things To Do at Site....120
Use of Advisory Committees....121
Volunteer Request Form....123
Volunteer Request Form For Teachers....125
Volunteer Teacher Observation Form....127

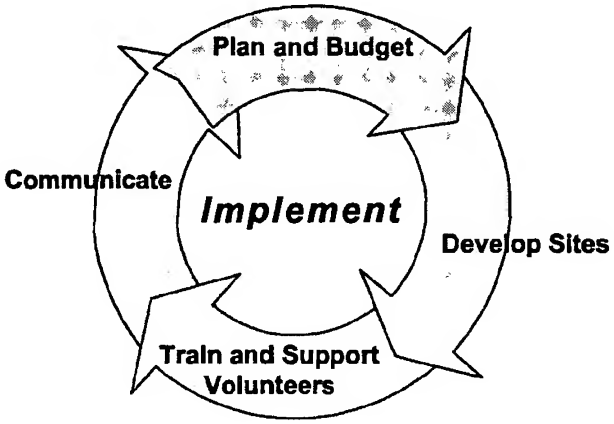
Acronyms....129

Glossary....133

Index....139

Introduction

The previous booklets in this series present the Peace Corps' approach to development: how to design or revise a project, how to integrate the second and third goals, and how to assess a project. This booklet incorporates those topics and provides additional ideas and tools on how to implement a project.



Implementing a project involves planning and budgeting, identifying sites, selecting sites, supporting Volunteers, and reporting activities and accomplishments. It also involves leading people—sharing a vision, inspiring partners, building teams, supporting them to reach high levels of performance, giving feedback, and solving problems. While this booklet includes processes, lists, and forms, remember that working in development involves working with others to support their dreams of a better life.

This is a booklet for programming staff, which include Program and Training Officers (PTOs), Associate Peace Corps Directors (APCDs), Program Managers (PMs), and Program Assistants (PAs). This booklet takes into consideration the fact that different posts have different positions, use different titles, and assign various roles to different staff members. When the role is generally assigned to APCDs or Program Managers, the term APCD is used rather than the generic one that refers to all programming staff.

About this booklet

The focus of this booklet is primarily on process—the how to. It includes many helpful hints within the text and a collection of reference materials used in the field in the Resources section. There is also an emphasis on leadership and working with people. This is because the Peace Corps believes that it is not only *what* is done that is important, but also *how* it is done.

BEST COPY AVAILABLE

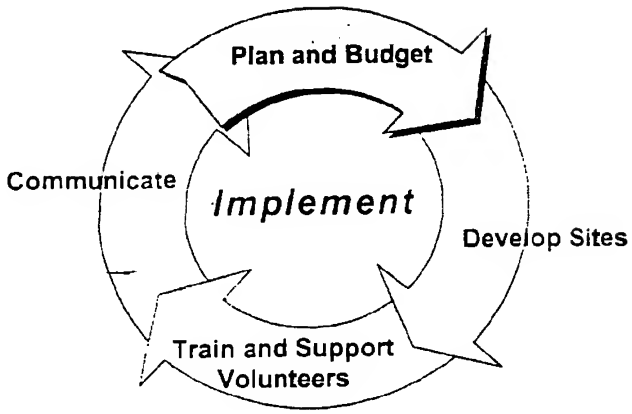
The information and materials included in this booklet represent ideas from the Peace Corps staff and Volunteers, as well as tools and practices from around the world. Because each post is unique, not all the details presented here will be appropriate for every situation. Therefore, focus on the intent of the material and tailor it to meet the particular situation. Most of the materials referred to are included in the Resources section.

After the project plan has been designed or revised using sound development principles, it is time to look at ways to effectively implement it. This booklet is divided into four major areas that provide ideas on how to:

- Plan and budget
- Develop sites and place Volunteers
- Train and support Volunteers
- Communicate with stakeholders

Plan and Budget

This section presents *information* on the various planning cycles in use throughout Peace Corps and on processes that are managed by posts. These processes reflect the individuality of their programs, projects, partners, Volunteers, and staff.



Agency–wide Planning and Budgeting Processes

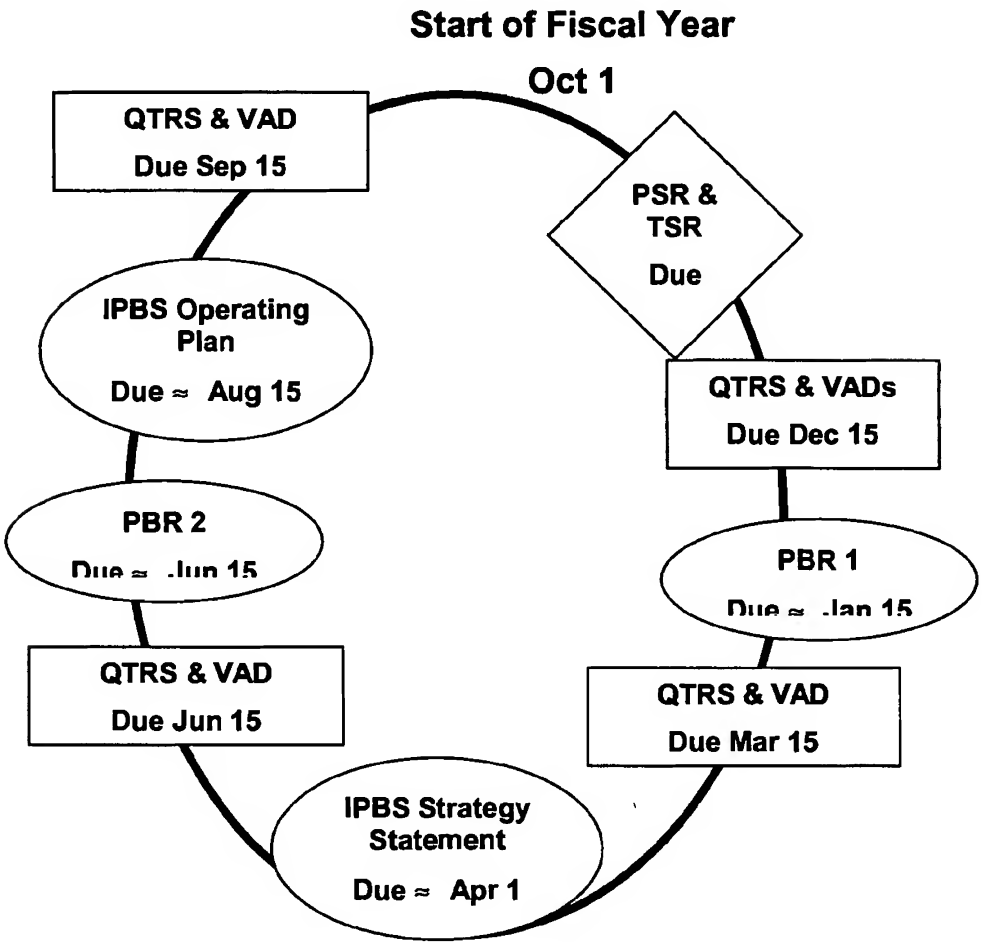
Integrated Planning and Budget System (IPBS)

The Peace Corps uses the IPBS to coordinate agency–wide planning and budget functions. In the Peace Corps, project planning and budget work go hand in hand. Therefore, it is important that each post works carefully through the IPBS process.

The *strategic plan and budget process* is where the Peace Corps posts and headquarters each develop and/or update a three–year strategic plan. This plan, which is submitted by each post in April, includes an analysis of the country, how the post is addressing development needs in an integrated fashion, and areas in which the post plans on concentrating its efforts. It also includes a statement that outlines how the post is going to move from the current state to the future state. This part of the plan lists goal statements as well as a summary of resources that posts will need to reach their goals. The approach mirrors the process for developing a project plan, from a strategic macro overview to a detailed operational level. Because each project plan is interrelated with a post's strategic plan, posts are encouraged to include all stakeholders. These include Volunteers, project partners, and community members.

BEST COPY AVAILABLE

Planning and Budget Cycle



Integrated Programming and Budget Events

Volunteer Delivery System Events

Programming and Training Reports

The Operating Plan is based on headquarters' feedback to posts concerning their strategic plans as well as decisions made by the regions. The Administrative Officer (AO) usually completes the Operating Plan and Budget, submitted in August. However, it is based on input from programming and training staff who provide projections on the number of trainees requested, the timing of trainee inputs, as well as programming and training activities. This part of the IPBS process also includes requests for U.S. consultants for Pre-Service Training (PST). The numbers of Trainees and Trainee inputs are indicated in the three-year Volunteer-Year (V-year) Chart submitted in March.

Periodic Budget Reviews (PBRs) occur twice during the fiscal year, the first in February and the second in June. Each PBR provides headquarters with a brief update on the post's progress in achieving its goals and any modifications that may be needed.

IPBS and Periodic Budget Review

The IPBS sets forth a three–year plan of action for Peace Corps posts and headquarters. It starts with the development of an overall Strategy Statement, then a clarification of the budget and resources needed to implement the plan for the up–coming fiscal year. Once the fiscal year begins, posts have two Periodic Budget Reviews in which they can ask for adjustments to their budget due to circumstances that were not foreseen in the Strategy Statement and Operating Plan.

Quarterly Trainee Request System

The Quarterly Trainee Request System (QTSR) informs headquarters of the number and type of Trainees the post needs to meet its programming strategy for the next year.

Volunteer Request Process

The strategic planning process involves determining how many Trainees need to be requested and what kinds of skills they need in order to meet the goals and objectives of the project. Posts submit a three–year V–year chart to headquarters each March. Specific requests for Volunteers must be submitted to the Office of Volunteer Recruiting and Selection. Determining the skill sets and the process for requesting Volunteers are discussed in detail in *P&T Booklet 2: How to Design or Revise a Project*, in the section *Creating a Strategy*.

Project Status Reports (PSRs)

Project Status Reports offer opportunities for programming staff and their project partners to reflect on the progress and future plans for each project. The PSR relies on the monitoring and evaluation of each project and provides information on both the activities and outcomes that have been accomplished through the work of Volunteers, their community partners, and project participants. It also includes the strengths and challenges of the project; lessons learned; information on post's training cycle; follow–up actions planned; and reporting on Center–funded activities. Information on monitoring and evaluation and Project Status Reports is included in *P&T Booklet 4: How to Assess a Project.*

Training Status Reports (TSRs)

Training Status Reports are similar to PSRs. They capture information about training that has occurred during the last year. They also describe plans for improvement. TSRs are used by headquarters to share promising practices and to identify resources that may be needed at post. TSRs are completed by the person at post responsible for training and should include feedback and input from programming staff.

Annual Planning Cycle

The Planning and Budget Activities Annual Calendar on the next page outlines the timing of the IPBS cycle. Notice when reports and Center requests are due. Posts identify general Center requests in the first IPBS document that is sent to the region office at headquarters in April. There are three additional times during the fiscal year when posts submit detailed requests and/or updates: once with the Operating Plan and Budget in August, again in February, and again in June.

To become familiar with the IPBS process, ask the Country Director (CD) for a copy of *The Guide to the Integrated Planning and Budget System* and review your post's IPBS document. The *Catalog of Resources Available to Posts* describes the types of support that posts can request through The Center. In addition, the section *Create A Strategy* in *P&T Booklet 2: How to Design or Revise a Project* has a number of ideas on helpful resources.

Planning and Budget Activities Annual Calendar

Related to Managing a Project

	Planning Events	IPBS	Center Requests/Reports
JAN			
FEB	Post receives Peace Corps Director's guidance for developing a three–year strategic plan.	Periodic Budget Review (PBR) 1	Second time post can make a Center request for the current fiscal year.
MAR	Post submits three–year V–year chart.		
APR	Post submits IPBS, including three–year strategic plan, budget enhancements/ and/or reductions, Center requests, and requests to regional office for U.S. contractors.		First opportunity for post to signal that a Center request may be coming for the next fiscal year. Post provides activity name and estimated cost.
MAY			
JUN	Post receives feedback from the region on IPBS submission.	PBR 2	Third time Post can make a Center request for the current fiscal year.
JUL			
AUG		Post submits Operating Plan and Budget that reflects IPBS planning and feedback.	First time post makes detailed Center Requests (in the Ops Plan) for the next fiscal year. New requests can be introduced, and activities listed in the IPBS in April can be dropped.
SEP		Current fiscal year ends.	
OCT		New fiscal year begins.	Post submits Project Status Report (PSR) and Training Status Report (TSR).
NOV			
DEC			Throughout the year The Center can give technical assistance (via phone, fax, e–mail) on project–specific issues.

Post–Specific Planning Processes and Tools

It is helpful to take post's IPBS goals and objectives and translate them into manageable pieces. The following processes and tools can be used to move from a strategic focus to operational details.

Staff Work Plans

Many posts have found that staff work plans help individuals establish priorities based on agency–wide and project–related activities.

Programming staff work plans may include the following areas:

- project design and redesign
- site development: site identification and selection
- Volunteer support, including site visits
- monitoring and evaluation processes
- planning for and involvement in Pre–Service Training (PST), In–Service Training (IST), and Close of Service (COS) training events
- sector conferences and workshops, etc.

developing collegial relationships and host–country national partnerships

Work plans may also include personal development goals, like plans to improve skills in specific areas.

Work plans identify what will be accomplished, by when, who needs to be involved, and the resources required. The following are examples of specific activities that programming staff might include in their work plans. Benchmarks, or interim steps, are included only for the first activity.

Activity 1	Revise the project plan to conform to the new project framework by 12/20
Activity 2	Meet with advisory committee quarterly (3/15, 6/15, 9/15, 12/15) to review purpose, goals, and objectives vis–à–vis information from other sources
Activity 3	Review project plan with Volunteers at Mid–Service and COS Conferences to review goals and objectives and also determine if there are better ways to collect and report activities and outcomes
Activity 4	Discuss project plan at site visits with Volunteers, supervisors, and community partners to identify strengths and weaknesses

Activity 5	Complete site visits to new group of Volunteers before In–Service Training (IST)
Activity 6	Develop documents with senior staff to use when visiting agencies, including Peace Corps brochures, project description sheet, and Volunteer request form
Activity 7	Publish two supervisor/work partner newsletters based on information from Volunteer periodic reports, site visits, and training events
Activity 8	Develop a system that involves Volunteers in site and partner agency identification processes
Activity 9	Review and rewrite project tasks and competencies for PST
Activity 10	Attend classes in computer skills and develop calendars to improve time management skills

When you develop a work plan include other Peace Corps staff who are involved in the activities either directly or indirectly as work plans are developed. This will encourage broader support for programming efforts. If there are budget implications in work plans review them with the administrative officer so that the post's budget requests mirrors the programming needs.

Developing the work plan helps prioritize activities and define what has to be accomplished. The document itself reminds staff what they are planning to accomplish. At the end of the work period it is appropriate for the staff member to sit down with their supervisor and discuss what was accomplished, what was not accomplished, and why. This information is useful for planning future activities and for preparing performance appraisals.

Post Annual Calendar of Events

There are a number of interrelated processes and activities that impact the annual calendar of programming staff. The list below outlines the activities to include in an annual calendar. The activities are also represented in an example of an annual calendar that follows.

Planning and Budgetary Processes:

- IPBS

Periodic Budget Reviews

Programming Processes:

- Volunteer requests and invitee materials
- Project Status Reviews and Reports
- Trainee input(s)
- Local, sub–regional, and regional conferences

- Project design, re–design, and evaluation
- Site identification, selection, and orientation processes
- Host family identification, selection, and orientation for sites, if appropriate

Site visits

Training Events:

- PST, ISTs, COS Conference, and Supervisor/Community Partner Conference
- Project Development and Management Workshop, etc.

All Volunteer Conference

Staff Development:

- Overseas Staff Training (OST)

Regional and sub–regional conferences

Post–wide events:

- Staff retreat for IPBS and/or teambuilding

Visit(s) from headquarters staff

National and Religious Events (that impact the implementation of projects)

- School breaks
- Harvests or cotton picking season

Extended religious holidays

Staff Leave Time

Annual Calendar

For Programming Staff

This annual calendar is for a fairly new post that has one Trainee Input (TI) per year in September. A calendar for a post that has more than one input would be more complex.

	Programming Planning/ Reporting to Headquarters	PCT/PCV Input/ COS	Site Development and Volunteer Support	PCT/PCV Training Events	Staff Training Events	Religious/ National/ Sector Events
JAN				Group 6 MSC	APCD/ED to OST	School Break thru Jan 12
FEB	Center requests with PBR 1		Site Visits Group 7 Begin Site ID for Group 8			
MAR	IPBS Staff Retreat V–Year Chart to HQ		Site Visits Groups 6 and 7 Site ID Group 8	HE/Lang &Tech IST TEFL/Lang &Tech IST		Spring Break
APR	IPBS to HQ		Site Visits Groups 6 and 7 Site ID Group 8	SBD/Lang & Tech IST		
MAY	TEFL Project Evaluation		Site Visits Group 7 Site ID Group 8		Sub–Reg Health Conf	
JUN	Center requests with PBR 2		Site ID Group 8			Summer break begins Jun 3
JUL	Operating Budget Prep Numbers to Admin		Site ID Group 8		Regional CBT Conf APCD/HE to OST	
AUG	Center Requests with Operating Plan and Budget		ID final sites for Group 8 PST Host Family Orientation	Group 6 COS Conf PST Prep TOT	Regional CC & Diversity Workshop	
SEP		Group 8 Arrives		PST		School Begins Sep 12
OCT			Assign Sites Group 8	PST		Harvest time when students work
NOV	PSR/TSRs due to DC		Site Host Family Orientation Supervisor Conf	PST Swear In		
DEC		Group 6 COS		All PCV Conference	Computer skills training	

Monthly Calendars

An annual calendar is helpful in seeing the overall picture of future events. It is helpful to develop detailed monthly calendars that include all of the activities in an annual calendar with the addition of specific dates and timeframes. Staff can also modify them to include items on their work plans. Monthly calendars become particularly useful as staff review upcoming activities and events at weekly senior staff and programming staff meetings. At these meetings it is important to review what has been accomplished, to celebrate successes, and to identify what remains to be done, by whom, and by when. This is also a time to optimize resources by coordinating schedules. Remember that these calendars are not cast in stone but remain fluid as plans change and as new activities are scheduled.

Where are the staff?

Do Volunteers say that they can't reach Peace Corps staff members? Some posts reserve a certain day each week for staff meetings (Monday mornings) and another day for calls from and meetings with Volunteers (Fridays). Other posts designate one week per month as a no-travel-week for staff. Both of these practices help Volunteers reach and communicate with staff more easily.

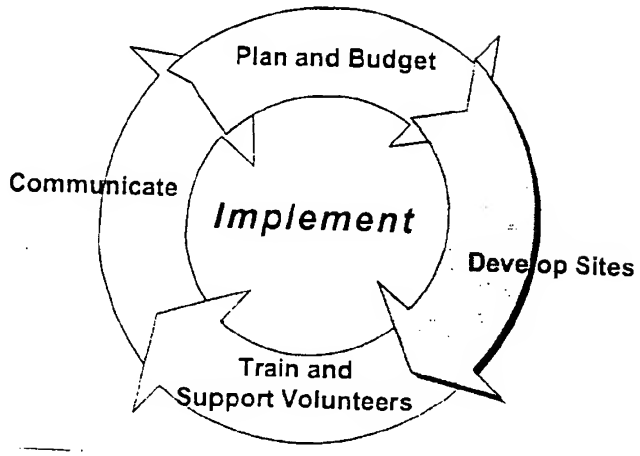
Weekly and Daily To–Do Lists

Some staff find that weekly and daily to-do lists help them stay on track and prioritize the numerous things that need to be done. It also gives them a sense of accomplishment when they can check off activities they have completed.

Events Matrices and Checklists

Event matrices and checklists are two additional tools that assist staff as they plan and manage events. The event matrix identifies what needs to be done, by whom, and by when. The matrix is most useful if it is developed or reviewed a few months prior to an event and if it is referred to at meetings where status updates are presented. Using these tools over and over again helps staff continually improve what they are doing so that they don't have to re–invent the wheel each time. Refer to the *Event Matrix* in the Resources section of this document.

Develop Sites



Site Development

Volunteers need meaningful work that supports the purpose and goals of the project. They also need community partners who have the interest and resources to support them in their work. Site development helps fulfill these needs. It begins with the first contact the Peace Corps makes with a community or organization and continues until the Peace Corps leaves.

Site development is divided into four areas:

- Identification and selection
- Volunteer placement
- On–going partnership

Phasing out

During site development Peace Corps staff are involved in the following activities with each partner:

- orienting the community to the Peace Corps' development philosophy and project plan
- discussing possibilities for working together
- getting agreement on expectations for the duration of the Peace Corps' involvement
- getting agreement on each partner's roles and responsibilities
- assigning Volunteers to increase local capacities if the partner meets the Peace Corps criteria and if Volunteers with appropriate skills are available
- including partners in monitoring and evaluation processes
- communicating activities and outcomes related to the project
- including agency staff and community members in workshops where information on the Peace Corps, technical knowledge, and skills are learned

Agreeing when the Peace Corps' support is no longer needed

This collaboration provides a mutual sharing of ideas and a process of mutual growth as the Peace Corps and the community learn about and work with each other.

BEST COPY AVAILABLE

Including advisory committees throughout site development help develops appropriate and effective strategies and processes. For additional ideas, see the *Use of Advisory Committees* document in the Resource section of this booklet.

Site Identification and Selection

The Peace Corps provides Volunteers with sites that are safe and with assignments that are viable and meaningful. For more information on the policy that governs safety and security during the site identification and selection processes refer to the *Peace Corps Manual Section 270.*

Viable means that the community or organization in which the Volunteer works is able to develop successfully and has the resources to support a Volunteer.

Meaningful means that each Volunteer has opportunities to make significant contributions to the project and community and that their work supports the purpose and goals of the project.

During the site identification and selection process, programming staff:

- develop a Volunteer placement strategy
- develop site selection criteria
- develop tools to use in the process
- develop a selection strategy
- survey potential sites
- assess and select sites that meet the criteria

If the Ministry decides where to place Volunteers...

In some countries a ministry identifies sites. If this is the case in your country, all of these guidelines may not apply. It is important, however, that the ministry understands and honors Peace Corps' placement criteria. They too should strive to provide safe, viable, and meaningful sites for Volunteers.

By involving ministries actively in site visits and monitoring and evaluation Peace Corps staff can help them better understand what makes a site successful. This collaboration also creates an important partnership that will have a positive impact on the success of the project.

Develop a Volunteer Placement Strategy

The project strategy designed for the project framework describes:

- how many Volunteers are needed
- what experience and skills they should have
- where they will be placed
- what resources will be needed

To review these elements of a project plan, see the section "Create a Strategy" in *P&T Booklet 2: How to Design or Revise a Project.*

A placement strategy identifies how you determine where to assign Volunteers. As you develop or revise your strategy, consider the questions below. Remember that the strategy depends on a number of variables. These variables include the goals and objectives of the project, the skills of Volunteers, safety and security, partner agency capacity for appropriate Volunteer support, participation of other development agencies, and availability and interest of partner agencies to work with Volunteers. Because programs and projects differ, there are no "right" answers to the questions.

Question: Should Volunteers be assigned to rural or urban sites?

Considerations for rural and urban placements:

- When other development organizations provide resources to the urban areas, the Peace Corps can play a role in addressing the needs of rural areas
- Often rural placements provide jobs that are appropriate for generalists that the Peace Corps can recruit
- Rural placements fit the grass–roots development image and expectations that many Volunteers have when they join Peace Corps (such as the "mud hut" experience). Placing them in rural areas may contribute to their overall satisfaction
- It is often easier for Volunteers to identify with a rural community into which they can integrate and work on community activities
- Rural areas often have lower crime rates than urban areas, decreasing Volunteer exposure to risk
- Because of urban migration these areas often have the largest number of people needing assistance
- Collaborating with other development agencies in urban settings can strengthen the total impact. Other agencies can provide financial and/or technical resources while the Peace Corps provides the human resources
- Urban sites usually have better communication and transportation infrastructures, facilitating a quicker response to safety and security, and health situations

Placing a few more highly skilled Volunteers in urban centers to work with the staff of an organization (such as Junior Achievement or the Ministry of Education's curriculum department) improves the organization's support for the work that Volunteers do in rural areas

Question: Should Volunteers be placed throughout the country/region (decentralized) or concentrated in one or more areas (centralized)?

Considerations for decentralized and centralized placements:

- Decentralized placements reach more areas of the host country
- Decentralized Volunteers who like to work strictly with host–country national colleagues are able to do so since other Volunteers are not close–by
- Centralized placements allow the Peace Corps to infuse an area/region with information and skills. Communities and colleagues begin to speak the same "language" which reinforces the use of new information and behaviors. This can deepen the overall impact of the Peace Corps' development efforts
- Centralized project stakeholders are able to collaborate with each other across communities, enabling them to learn from each other and to see their issues and efforts in a broader context
- Centralized Volunteers can more easily collaborate with each other
- Safety and security may be enhanced by proximity of Volunteers to each other

It is easier to monitor and support new projects in a smaller area. Being able to visit more Volunteers in a smaller area enables the Peace Corps staff to spend less time traveling and more time in site development activities.

Question: Should Volunteers from the same sector or from different sectors be clustered?

Considerations for clustering:

- Volunteers with similar jobs and skills can collaborate with each other
- APCDs can place one more highly skilled Volunteer near generalist Volunteers to provide technical support
- Community partners from different agencies can collaborate more easily

- An APCD from one sector can visit more Volunteers in the project with less travel. This approach also facilitates the site identification process

Collaboration cross–sectorally sets up a situation where Volunteers with different skills and knowledge learn from each other and provide more complete support to their community partners. In this way the whole becomes greater than the sum of its parts. For example, if poor nutrition is a critical problem within a community, clustering Volunteers in education, health, and agriculture enables them to reach children, parents, grandparents, and farmers with information and skills that will influence what is produced as well as consumed.

Some words of caution

Be careful not to place too many Volunteers in one site or area. Clustering too many Volunteers may lead to their spending too much time with each other. This could negatively impact their integration into and involvement with the community. Too many Volunteers could also hinder local capacity building and project sustainability if Volunteers ended up doing much of the work. In addition, some Volunteers join the Peace Corps to submerge themselves into another culture. Therefore, they usually prefer to be the only Volunteer at a site.

If clustering Volunteers is a part of the placement strategy, include this information in early communications to invitees. During PST and ISTs, work with trainees and Volunteers on teamwork skills, ways to integrate activities successfully, and ways to ensure project sustainability.

Question: Should Volunteers be replaced after their two years of service or have overlapping terms of service?

Considerations for replacing or overlapping:

- The second and third Volunteers at a partner agency or in a community can continue some activities and initiate others. They can help a community deepen and broaden skills and knowledge. This on–going support over three generations of Volunteers may better ensure sustainability. But be aware that too many Volunteers may encourage dependency rather than sustainability.
- Assigning Volunteers with different skill sets supports a partner agency's development in different areas. For example, a Business Volunteer skilled in accounting might help a partner agency that works with handicapped youth set up their books. A second Business Volunteer might help them develop income–generating projects, while a Health

Volunteer might work with the staff to develop activities to improve their clients' motor skills and self–esteem.

- A Volunteer who has been working in a community or partner agency for a year can act as a mentor for an in–coming Volunteer. The Volunteers do not necessarily have to be doing the same job within the same organization.

The second Volunteer can continue to support collaboration after the first Volunteer leaves.

Different approaches may be appropriate during different phases of a project's life cycle. And, more than one approach can be used simultaneously. Experimenting on a small scale and over time can help determine what works best for each project.

Develop Site Selection Criteria

Establish and document selection criteria for selecting communities, partner agencies, and housing for Volunteers. Below are ideas that can help. Some of the criteria require more specificity. For example, *security of housing* means different things at different posts. In one post it may mean solid core doors and dead bolt locks on all outside doors along with bars on windows. At another post these precautions are neither available nor necessary given the safety and security situation in the country.

Health and safety criteria

- absence of frequent civil unrest
- absence of serious environmental hazards
- frequency of public transport
- access to emergency transport
- access to services (clinics, markets, police)
- access to reliable communications
- availability of potable water
- security of housing

proximity of neighbors

Criteria for Partner Agency and/or Community Placement

- demonstrated needs that are consistent with project goals and objectives
- leaders who demonstrate support for Peace Corps program and project
- members who demonstrate interest in working with PCVs
- demonstrated needs with limited access to resources and opportunities for assistance

- opportunity for increasing local capacity
- interest in sustainable results that complement other development efforts
- promotion of gender relationships and women's participation
- Volunteer does not displace qualified and available local worker(s)
- need for skills that the Peace Corps can recruit
- designated supervisor and community partner able to support a Volunteer
- clear job description

provision for or identification of housing that meets Peace Corps standards

Because safety and security are a high priority for the Peace Corps, there are policies that govern safety criteria. The following policy from the *Peace Corps Manual Section 270* governs aspects of the site development process:

MS 270, 5.1 Policy

Each [Volunteer/Trainee] V/T site should be inspected before the V/T's arrival to ensure placement in appropriate, safe, and secure housing and work sites. Site selection should be based on established safety and security criteria that reflect consideration, among other things, of: any relevant site history; access to medical, banking, postal, and other essential services; availability of communication, transportation, and markets; different housing options and living arrangements; and other V/T support needs.

MS 270, 5.2 Responsibilities

The CD is responsible for establishing safety and security criteria for prospective V/T sites. The CD is also responsible for establishing procedures to ensure that prospective sites meet the criteria before a V/T's arrival at site; that post staff work closely with host communities and Counterpart agencies to help prepare them for a V/T's arrival; that post staff provide guidance to host communities and Counterpart agencies regarding their respective roles in supporting V/Ts throughout their service; and that post staff make regular visits to each V/T's site.

Develop Tools to Use in the Process

Some posts incorporate the selection criteria in *Site Survey* forms. APCDs and their site selection team use these forms when they interview potential partner agencies. They also include some of the criteria in *Volunteer Request* forms that posts ask partner agencies or communities to complete to demonstrate their interest in working

with the Peace Corps. These forms include not only the criteria above but also other information that staff need in order to evaluate each site.

Here is some information to include in *Site Surveys* and *Volunteer Request* forms.

Partner Agency Information for Site Survey and Volunteer Request Forms

- **Name** of agency, school, or organization
- **Location** including address, region, province
- **Supervisor's** name, address, and telephone number
- **Description of agency's work:** goals and objectives, projects, clients/beneficiaries, challenges, collaboration with other agencies, current and potential funding sources
- **Description of potential and future projects**
- **Number** of staff and their functions; for schools, number of teachers, students, and boarders
- **Description of need** that Peace Corps Volunteer would fill
- **Similarity of their goals** with the goals and objectives of the Peace Corps project plan
- **Job Description**: Volunteer's primary responsibilities and activities; identification or description of staff Volunteer would be working with directly and indirectly
- **Identification of** community partner(s)/counterpart(s)
- **Commitment** to support mutual transfer of skills, Volunteer orientation to partner agency and community, opportunities for collaboration, technical training for Volunteer
- **Ideas for community projects**
- **Resources provided** by partner agency: access to reliable communications, desks, office materials, computers, e–mail, libraries, resource centers, translators, language tutors, etc.
- **Transportation support** provided by partner agency for official business and emergencies
- **Housing:** ability and commitment to provide or locate housing that meets Peace Corps criteria
- **Reasons for specific request for Volunteer:** male or female, couple, particular skill set, etc.
- **Former PCVs** working with partner agency, project, or community
- **Locator Map** for Peace Corps staff follow–up

Community Information for Site Survey and Volunteer Request Forms

- **Name** of village, province, region, etc.
- **Names and titles** of key people and contact information: ministry, police, agency, health facility, community leaders (chief)
- **Individuals contacted:** name, title, contact information

Location

- Frequency and type of public transport
- Distance, mode of travel, and time to capital, provincial capital/major city
- Distance, mode of travel, and time to nearest village/town
- Distance, mode of travel, and time to nearest airport
- Distance, mode of travel, and time to Peace Corps office
- Geographical distinctions that impact PCV's work or require special abilities
- Historical interests, facts

Safety and security

- Political stability, history of conflicts, crime data, etc.
- Transport available in case of emergency, type, owner, contact information/telephone number
- Availability of reliable private and/or public telephone
- Availability of reliable private and/or public radio
- Nearest PCV, name, sector, location, distance
- Accessibility to village during rainy season, necessity of four–wheel drive vehicle

Health

- Accessibility of safe drinking water
- Evidence of endemic diseases with a direct threat to PCVs
- Environmental hazards with a direct threat to PCVs
- Accessibility to medical facility, type, staffing, sponsor of facility
- Accessibility to markets, market days, availability of protein/vegetables
- Climatic conditions that might impact placement decisions

Population

- Number of people, ethnic divisions, major religion(s), language(s)
- Major cultural practices that might impact PCV's work
- Primary sources of income, women's participation in the economy

Accessibility to bank(s), post office

Receptivity and readiness for having a Peace Corps Volunteer

- Interest expressed by ministry officials, government offices, community leaders
- Understanding of and familiarity with Peace Corps and the project
- Role community has played in development projects over last three years
- Plans/priorities community has for next one to five years
- Biggest challenges community faces in achieving its goals
- Resources community has for achieving its goals
- Description of biggest challenges PCV might have in community
- Description of greatest benefits/rewards of working in community

Former PCVs in the village/city: names, assignment, dates

Housing Information for Site Survey and Volunteer Request Forms

- **Location Information:** Address, owner, contact information/ telephone number
- **Type of housing:** house, apartment, duplex, compound, hostel/dorm, on school grounds
- **Occupants of housing:** PCV only; host family (number, sex, and ages); roommates (sex, age, and language)
- **Organization** providing or recommending housing, contact person, and contact information/telephone number
- **Safety and security**
  - Type of neighborhood, proximity to bars, trash dump, swamps
  - Locks on all exterior doors
  - Window bars on first and second–story housing
  - Lighting at entry, in communal hallways

- Access to reliable communication (public/private telephone, radio)
- Proximity of neighbors
- Distance, mode of travel, and time to hospital/clinic
- Distance, mode of travel, and time to police station
- Distance, mode of travel, and time to telephone
- Distance, mode of travel, and time to market

Comfort and need for privacy

- Number of rooms
- Kitchen facilities and control over cooking
- Private sleeping arrangement with locked door
- Electricity, source of light
- Running water or distance and time to safe water
- Required furniture: own bed and mattress, one table, two chairs, clothing storage

Health

- Cleanliness of housing and surrounding area
- Environmentally safe
- Absence of rodents, pests, bats
- Running water for drinking
- Toilet or latrine (four foot drop); how many use facility
- Bathing facility; running water, private or shared with others
- Condition of roofing
- Heating in freezing climate
- Screening on windows
- Yard clear of weeds to protect from snakes

Location

- Distance, mode of travel, and time to work assignment
- Distance, mode of travel, and time to nearest market, bus stop, train
- Frequency of transport in housing area

Repairs that need to be made, who will do them, materials, cost, completion date

- **Date available, map for follow–up**

- **Former PCV** living in housing, name and date
- **Recommendation** of person inspecting housing

Designing Site Survey Forms

In order to make the site survey tools more flexible, consider designing them in three separate sections: one for general information on the area and community, one for specific information on the partner agency, and one for specific information on housing. This will enable you to use the general information for more than one partner agency within the same community. It will also enable you to share more easily information with other APCDs who may be considering the same community for one of their Volunteers.

Example of Peace Corps Staff Collaboration in Site Selection

In Mozambique the APCD and Peace Corps medical officer (PCMO) work closely together to develop programming and health criteria for site selection. The APCD has expertise in developing sites where Volunteers have meaningful experiences in both their work and community involvement. The PCMO has expertise in evaluating sites in respect to physical, mental, and emotional health and safety issues. They approach site evaluation as a team effort, keeping both perspectives in mind

For examples of site survey criteria see these documents in the Resource section:

- *Placement Criteria for Secondary School Teachers*

Health Criteria for Site Selection

For additional information on safety refer to *Volunteer Safety—Best Practices*, available on diskette from the Peace Corps Office of Volunteer Safety and Overseas Security.

The following examples of *Site Survey Forms* are included in the Resource section of this booklet:

- *Community Survey Form*
- *Agency Survey Form*
- *School Information Form*
- *Housing Survey Form*

Housing Checklist

The following *Volunteer Request Forms* are included in the Resource section of this booklet:

- *Volunteer Request Form*

Volunteer Request Form for Teacher

Develop a Site Identification and Selection Strategy

In addition to developing criteria and forms to use in the field, it is important to develop a strategy that will help use available resources efficiently and effectively. Decide who to include in the recruiting process, how they will identify sites, and by when the various tasks must be completed. The required number of sites should be identified, selected, and ready for their Volunteers well before Swearing–In.

Remember: Programming staff support the CD in this responsibility

Peace Corps Policy Manual Section 270

5.1 Responsibilities

The CD is...responsible for establishing procedures to ensure that prospective sites meet the criteria before a V/T's arrival at site....

As you develop a site identification and selection team, consider including the following people:

- ministry officials,
- Peace Corps staff,
- advisory committee members,
- Volunteers,
- Volunteer Leaders and Coordinators,
- current project partners,
- U.S. Embassy regional security officer (RSO), and
- staff from other development organizations.

The following list includes ideas on how to involve each of these resources:

- A programming staff member meets with ministry officials to discuss ideas for placing new Volunteers.
- The advisory committee meets to discuss the Volunteer placement strategy and possible sites for Volunteers.
- The APCD sends out letters to relevant district authorities asking for suggestions for new sites.
- The APCD contacts organizations who in the past have expressed interest in working with Volunteers or who the APCD thinks might meet the site selection criteria and might be interested in having a Volunteer.
- Programming staff holds regional workshops where current and interested agencies receive information about the Peace Corps, the project, and working with Volunteers.
- The APCD and appropriate Peace Corps staff and Volunteers travel to sites where there may be appropriate placements. They discuss the Peace Corps' program and the project with officials, organizations, and community members.
- Programming staff communicates with other development organizations to identify projects where it would be

appropriate and beneficial for the Peace Corps to become involved.

- The APCD meets with Volunteers at ISTs, Mid–Service Conferences (MSCs), and COS conferences, asks them for ideas, and requests that they encourage interested communities and/or agencies to submit *Volunteer Request Forms*.
- The APCD requests current Volunteers to complete *Site Evaluation Forms* describing their sites and the appropriateness of placing other Volunteers there.
- Programming staff work with the U.S. Embassy regional security officer to check crime data and identify areas that may not be safe for Volunteers.

Meetings with Interested Schools

Peace Corps/Bulgaria uses regional meetings where all schools who have expressed an interest in working with Peace Corps are invited to attend. Details on the regional meetings are in the Resource section under Site Development Workshops.

Working with Site Survey Teams

Before Peace Corps staff, Volunteers, and others involved in the site identification and selection process go into the field to conduct site surveys, consider holding at least one planning session. During this session participants should review the kinds of meetings that they will hold and agree on site survey schedules. They should also discuss question and observation techniques, review possible questions/issues that may arise, review the survey forms, and agree on information submission dates.

In each of the above activities the objective is to identify agencies and communities who are interested in becoming partners with the Peace Corps. They also must be able to provide viable and meaningful placements, support Volunteers, and contribute to achieving the project's goals and objectives.

For ideas on PCV site information forms that current Volunteers complete, see the Resource section of this booklet. Forms used by posts include:

- *PCV Replacement Request Form*
- *Site Evaluation by PCV*

Survey Potential Sites

Recruiting Potential Partners

The placement strategy generally determines where and when Volunteers are placed. The criteria used help measure the appropriateness and readiness of each potential site. Now the task is to identify the target number of sites needed for the incoming group of Trainees.

During this process post sends out informational material and talks to officials, communities, and development organizations about PCV

placement. Staff and others on the site selection team may make preliminary site visits to identify interested communities. During these preliminary site surveys they promote the Peace Corps, both its program and the specific project. They leave materials behind and, if it appears that the site has potential for being a partner with the Peace Corps, they encourage the agency or community to submit a Volunteer Request Form.

Peace Corps Information Packets

Some posts have developed Peace Corps Information Packets. These packets include a brochure about the program, an overview of the project, expectations of the Peace Corps and partners, overview and timing of the site selection process, and a Volunteer Request Form. The materials are organized in a folder that can easily be mailed or left at a site. For more information on these packets, see the section "Communicate with Stakeholders" in this booklet.

Meet with Potential Partners

Review all the *Volunteer Request* forms that have been submitted plus the preliminary *Site Survey* forms and information provided by Volunteers to identify potential sites. Team members then visit those sites that meet the criteria. This may require a second visit to sites where preliminary site surveys were conducted.

During the assessment meetings the members of the site identification and selection team interview community authorities and leaders, agency supervisors, other development organizations working in the area, community partners/counterparts/work partners, Volunteers, and community members. The purpose of each visit is to orient the potential partners to the Peace Corps and the project's goals, to verify the information submitted, and to obtain additional information that will assist in the selection process. Discuss the project with the partner agency and community so that they understand and support what the project is trying to accomplish and have clear expectations of what they and the Volunteer will do. Team members complete a *Site Survey* form for each community, partner agency, and housing/host family that they visit.

During the initial meetings it is important to understand the reasons why the community wants a Volunteer. In some cases the reasons given may not be the real reasons. Be aware that some potential partners may want a Volunteer only for the status that having one will bring. Others may want a Volunteer only to raise money. It is also possible that a non–governmental organization (NGO) is really a private business. By asking questions and interviewing community members, useful information in determining whether or not to place a Volunteer at a site can be gathered.

Categories for Ranking Sites

The following categories are used by Peace Corps/Kyrgyz Republic when they scout for potential sites:
Promising Sites: Sites which must be further developed, but which are generally enthusiastic about and prepared for collaboration with a PCV, and which have no unresolved issues or concerns (such as a safety concern, unclear expectations, etc.)
Borderline Sites: Sites which could be developed as suitable sites if necessary, or sites which are promising but have one or more unresolved issues (such as safety concerns, unclear expectations, etc.) which must be resolved before the site can be considered "ready."
Currently Unsuitable Sites: Sites which are not prepared or suitable for collaboration with a PCV at this time.

In addition, it is important to interview the potential supervisor and community partner/counterpart. Their interest and commitment to working with a Volunteer is critical to a Volunteer's overall satisfaction and the success of the project. Orienting them to the Peace Corps, their responsibilities, and the goals and objectives of the project plan are critical.

Strategy for Host Families

In Lesotho, programming staff use a very effective strategy to ensure that host families are ready for their Volunteers. Programming staff give each host family a date when they will return to video tape their house and family. They explain that the tape will be shown to the Trainee during PST. If accommodations for the Volunteer are not ready by the specified date, the Peace Corps will not video their home, and the family will not host a Volunteer.

Assess and Select Sites

After all the sites have been visited, review the information, apply the selection criteria, and identify the best sites for Volunteer placement. It may be helpful to summarize the many pages of documentation on a single page for each site. The *Site Assessment Summary* sheet provides the critical data from the community, agency, and housing surveys and ranks the site. See the Resource section for a sample *Site Assessment Summary* sheet.

After assessing each site develop a list of final sites plus three or more extra sites just in case some withdraw their applications or are not able to provide suitable housing before the end of PST.

Notify sites that have been chosen to receive a Volunteer. It is also important to inform those sites that will not have a Volunteer and the reasons why as soon as possible so that the community does not incur unnecessary expenses. When communicating with the sites that have been selected, it is appropriate to relate when the sites will know the name and skills of the Volunteer, relevant information about site visits if they are a part of PST, and information on any conferences that include supervisors and community partners. Also mention that until the Trainees Swear–In, there may be changes.

Often during site identification post staff negotiate housing and/or job assignment details with the partner agency or community. In these cases a member of the selection team will need to return to the site to ensure that all criteria and agreed upon expectations have been met. Always make a personal visit to the site at least once before the Volunteer arrives at the site. This contact with the site will help prevent anxiety and dismay that some Volunteers feel when they get to their site and no one is prepared for their arrival or knows what to do with them.

Keep post senior staff informed of the site selection progress. One way of communicating the status of site selection process is to maintain a log that lists critical information about each site. The log contains information such as: the location, agency, yes/no decision, date the Peace Corps letter was sent, date the *Volunteer Request* form was received, date(s) of site visit(s), housing status, and comments. If additional details are needed by staff during a status review, the APCD can also provide the *Site Assessment Summary* sheets and the *Site Survey* and *Volunteer Request* forms. See the Resource section for a sample *Site Selection Status Log*.

Volunteer Placement

Sites have been identified and selected. Now it is time to match Trainees to those sites. Successful Volunteer placement is based on a combination of:

- knowledge and skills required or requested by the partner agency
- knowledge and skills of the Trainee
- health–related considerations
- knowledge of the site based on site inspections and follow–up visits
- input from PST trainers and Peace Corps staff who have worked with and interviewed Trainees
- Trainee preferences

Volunteer placement includes the following steps:

- conduct Trainee interviews
- consider Trainee preferences
- match Trainees to sites
- announce site placements

Conduct Trainee Interviews

The first few weeks of PST provide opportunities to get to know the Trainees. Preliminary discussions along with subsequent conversations during PST help staff collect information to use when they meet to decide where to place each Trainee. On occasion, there are medical considerations that must be factored into the Trainee–site matching process. This is another reason why the Peace Corps medical officer (PCMO) should be a part of the site selection team and Trainee placement process.

Consider Trainee Preferences

Some posts have found that involving Trainees in the matching process builds a collaborative relationship from the beginning. Trainees and Volunteers want and need to have control over their lives. They also have ideas on what will sustain them through their two years of service. Allowing them to have input into the process gives them a sense of control, and, in most cases, staff can match them to one of their preferences.

Here are some ideas on how to include Trainees in the site matching process:

- Hand out a list of the sites, their location, and any other information that differentiates one site from another (such as

job description, skills needed, new site versus replacement site, geographical factors, climate, etc.).

- Some posts make *Site Information* packets available to Trainees. These packets, one for each site, contain selected non–confidential information from the Site History Files (see description and list of contents below). Try to include the same kinds of information for each site so that, as much as possible, all sites are represented equally.

The following documents may be included in *Site Information Packets*:

- *Volunteer Request* form
- *Site Survey* forms (community, partner agency, housing)
- Volunteer COS report if a Volunteer has been at the site
- site visit information that is not confidential and adds value to understanding the site and assignment
- map of the region showing where the site is located
- photographs of the site and agency activities
- newspaper clippings about the site
- information on other development efforts at the site or in the area

Site Information Packets

Make copies of the documents from the *Site History* files. Also, consider stapling or binding each file. Many people will be handling these files, so it is wise to do whatever is necessary to prevent loss or damage. In addition, consider providing a box in a centralized location for easy retrieval and return.

After the Trainees have had an opportunity to look at the site list and/or *Site Information* packets, and after they have had opportunities to ask programming staff questions about assignments, meet with each Trainee to discuss site preferences. Ask each Trainee to complete a *Preference Sheet.*

The *Preference* sheet asks Trainees to:

- identify their strengths and skills
- choose between rural and urban sites, between being close to or far away from another Volunteer, living alone or having a roommate, etc.
- list their three site preferences, giving reasons for each choice

The *Preference* sheet should also caution the Trainees that, while Peace Corps staff will make every effort to place them in one of their choices, for a number of reasons it may not be possible. The decision of the APCD is final, and the Peace Corps expects that Volunteers, as professionals, will do their best wherever they are placed. See the Resource section for the *Site Placement Factors to Consider.*

Match Trainees to Sites

The next step in Volunteer placement includes reviewing site requirements and trainee skills. If trainee preferences are included in the process they should be factored in. After all the factors have been reviewed, the staff should discuss where to place each trainee and make placement decisions.

There are a number of staff members who can add value to the process, including the PST director and trainers, PCMO, PTO, and CD. Staff members may be involved in different parts of the process: the input stage, the decision–making stage, and the final review stage. For example, it might be appropriate for the technical and language instructors to be involved in the input stage. The PTO and PCMO may choose to be involved in all three stages. The CD may choose to be involved in all of the stages or only in the review stage before the final decisions are made. Where critical skills are needed, it might also be prudent to involve the ministry or project partners in the placement of these special Volunteers.

After the matching process is complete, consider giving those involved in the site selection decision process time to think about their decisions, at least overnight. Because these decisions impact both the Volunteers and their colleagues at their site, having time to review and think about the decision may be beneficial.

Announce Site Placements

Trainees can be anxious as they wait for their "fate" to be announced. There are several procedures and protocol that staff can use to ease the tension and make site announcements an enjoyable event.

First, consider announcing all the placements on the same day at the same time. If one APCD announces site placements on one day and another APCD announces site placements on another day, it may cause bad feelings toward one or both of the APCDs.

When is it best to make site announcements?

Posts handle the timing of site announcements differently. Some posts announce site placements within the first or second week of PST. This is because there is more than one language spoken in the country and they need to group Trainees by the language that they will speak at their site.

Some posts make the announcements during the last several weeks of PST. They feel that this timing allows staff to get to know Trainees better so that they can match their skills to the needs of the partners.

Other posts find that the following benefits of announcing placements in the early weeks of PST outweigh the advantages of waiting until the last few weeks. Trainees aren't anxious about their future homes for a long period of time and they have a better context into which to put information and skill building which leads to increased learning. Trainees can also concentrate earlier on what they feel they will need at site.

Consider asking your current Volunteers when they recommend announcing site placements. They have experienced the process and may have some valuable insights.

Plan special activities for the day of site announcements. Some posts create a large map of the country on the ground or floor and announce, one–by–one, who is going to which site. Each APCD takes a Trainee by the hand and leads them to their site on the map. Some Education APCDs ask the students at each site to write welcome letters to their new teacher, even though they don't know who it is yet. Other APCDs give each Trainee specific information about their site. This can be the same information that was included in the *Site Information* packets. After the announcements staff join the Trainees for cookies and punch, and let the Trainees have the afternoon off so that they can celebrate the news and decide what they need to do in preparation for their life and work in their future homes.

The following timeline can help in planning and implementing post's strategy.

Timeline for Site Identification and Selection

Time Frame Prior to Posting New PCVs	ACTIVITIES
10 months	– Review PCV placement strategy with senior staff. – Start generating list of potential sites. Meet with ministry, other development agencies, and community leaders. – Review *Volunteer COS Site Reports.*
8–10 months	– At IST and Mid–Service Conference ask PCVs for recommendations for replacement and new sites. – Send letters to new and old prospective sites. Include information on Peace Corps, project description, mutual expectations of Peace Corps and agency partner, selection process, and *Volunteer Request Form.* – Conduct preliminary site surveys at prospective sites where PCVs have not served before. Hold meetings and leave info packets and *Volunteer Request Forms.*
6–8 months	– Review submitted *Volunteer Request Forms* and preliminary site visit surveys and identify those that meet Peace Corps criteria. – Conduct assessment site surveys. – Complete *Site Survey Forms* (general, partner agency, housing).
4–6 months	– Continue to conduct site assessment surveys. – Identify host families (if to be used).
2–3 months	– Complete site assessments and revise list of sites. – Meet with any sites where issues needed to be resolved. – Finalize list of sites. – PST begins.
1–2 months	– Match Trainees to sites and announce site assignments. – Inform sites who will receive and who will not receive PCVs. – Facilitate host family orientations if families are used.
1 month	– Facilitate supervisor/Counterpart conference. – Partner agencies and Peace Corps sign agreements if post uses them. – Trainees visit sites (if this is an activity used during PST).
0	– Volunteers travel to sites after Swearing–In.

Partner Agreements

Some posts have found that having a written statement of commitment and mutual expectations is advisable. It offers a point of reference for the Peace Corps and each partner agency as they enter into the relationship. It also helps if there are problems later on. This is not required since there is a Country Agreement between the Peace Corps and the government of the host country. However, if the Country Director (CD) and the programming staff feel that it is beneficial to the program to have such a document, the list below provides ideas on what to include. This document can be signed during a site visit or during a supervisor's conference when the appropriate people are in attendance.

In general, this agreement defines the expectations of the Peace Corps and the host–country partner agency. It includes the roles and responsibilities of the Volunteer, the Peace Corps, and the partner agencies. The agreement and the discussions that precede signing the agreement help form a closer alliance and reduce the potential for misunderstandings that may get in the way of managing a productive partnership.

The CD has the authority to negotiate and sign the agreement in accordance with the terms of the Peace Corps Country Agreement. The agreement does not need to be approved by headquarters, but the CD should consult with headquarters if the content deviates substantially from the recommended list below.

In designing the agreement, ensure that it does not conflict with the terms of the Peace Corps Country Agreement and Peace Corps' responsibility to Volunteers. As the list of possible topics is reviewed, the decision may be that some of them would be better covered in detail in a *Supervisor's Handbook*. In that case, the agreement would contain only the essential expectations and roles and responsibilities.

Topics to Include in an Agreement

Preamble: The reason for cooperation between Peace Corps and the host agency.

Purpose: Refers to the Country Agreement, host agency development needs, and the Peace Corps' response to those needs through the project plan.

Project Development: Refers to the collaborative development of the project.

Request for Volunteers: Outlines how posts can request Volunteers and the Peace Corps' timing, standards, and qualifications for applicants.

Training: Refers to on–going knowledge and skill building during the PST and ISTs. Identifies the components (technical, language, cultural, health, and safety).

Volunteer Assignment: Refers to how sites are identified, minimum criteria, procedures for site reassignment.

Partner Agency Responsibilities: Lists expectations, including day–to–day supervision of Volunteer, provision of viable work that does not take the place of a qualified and available local person, orientation to the agency/community including introductions to key people, mutual transfer of knowledge and skills through formal and informal training, designation of a work partner, provision of communication in the event of an emergency, provision of materials and supplies, reimbursement for job–related transportation, provision for or identification of housing, provision for part of either the settling–in or monthly living allowance (if applicable), provision of a translator or language tutor, permission for Volunteer to participate in the Peace Corps trainings and functions, provision for Volunteer to participate in activities in addition to the primary assignment.

Volunteer Responsibilities: Lists expectations, including dedication to supporting partner agency through meeting expectations of job description, mutual transfer of skills and knowledge, community activities in addition to the primary assignment, following of Peace Corps policies and guidelines as outlined in the *Volunteer Handbook*, guidelines for leave and time away from site, procedures for authorization from host supervisor for leave, living and working in accordance to the laws of the U.S. and the host country.

Peace Corps Responsibilities: Lists expectations, including settling–in allowance and monthly living allowance that supports Volunteer style of living at the level of host–country staff, medical and dental care, Peace Corps–related domestic and international travel to and from site, training throughout the two years of service, and site visits.

Peace Corps Policies: Lists the policies that will cause the Peace Corps to begin procedures for Administrative Separation.

Period of Assignment: Refers to length of tour of duty and criteria and procedures for transfers, resignations, and extensions.

Extension of Service: Refers to procedure and criteria for continued Volunteer service, as well as timing of requests.

Problem Solving: Refers to procedures that the host–country partner agency should use if there is a problem that they cannot solve by working with the Volunteer, and procedures for reassigning or replacing a Volunteer.

Project Evaluation: Refers to Peace Corps activities (quarterly reports, MSCs, evaluation instruments, etc.) and collaborative efforts.

Amendments: Refers to procedure for amending agreement.

Termination: Refers to termination of agreement, giving 30 days written notice.

Other Agreements: Includes in the sections above any other agreements that the Peace Corps has made with the partner agency.

Signatures: Principal person from the community or partner agency, the Peace Corps, community members, or Volunteers.

For an example of a *Community Agreement*, see the Resource section.

Site History Files

Establishing a site history file for each site is a useful way to ensure that information can be retrieved during current and future site selection processes, when problems arise, and at other times when site–specific information is needed.

The following is a list of the various kinds of materials that may be included in site the history files:

- original *Volunteer Request* form
- *Site Survey* forms for the community, partner agency, and housing
- copies of all agreements
- copies of crime incident reports (with non–confidential information only)
- copies of site locator form and/or map
- *Volunteer COS Site Report*
- *PCV Replacement Request* form completed by partner agency and/or Volunteer
- site visit documentation that is not confidential
- brochures or other documents that the agency has produced
- historical information
- photographs of the site and agency activities
- newspaper clippings about the community and/or Peace Corps activities there
- information on other development organizations working at site or in the area

How to Organize Site History Files

Keeping site history files by geographical area rather than by sector will facilitate their use by other Peace Corps staff during their site development processes.

Policy Reference: MS 270

5.1 The CD is responsible for establishing procedures to ensure that ...site history forms are maintained....

Ongoing Partnership

When the Peace Corps enters into an agreement with a partner, there should be a discussion on how many Volunteers Peace Corps may place at the site over a period of time. The length of time should be sufficient to achieve the goals of the project and the corresponding needs of the community. Leaving a site too soon may negatively impact opportunities for sustainability. Staying too long may create dependency.

It is helpful to identify collaboratively the benchmarks or key decision points that will measure progress toward achieving the goals of the partner and the project plan. These benchmarks also help determine the Volunteers' focus during their length of service and the skill sets needed. Some posts have learned through experience that three generations of Volunteers contribute optimally to the site's development and the goals of the project. Other posts have found that more or less time is necessary.

Consider dividing the length of the Volunteer's assignment into three stages: the beginning stage when information, ideas, and skills are introduced; the middle stage when information, ideas, and skills are deepened and broadened; and the phase out stage when the final efforts for self–sufficiency are facilitated. Each stage may require the same or different Volunteer assignments and consequently the same or different skills.

There are other factors that influence the length of time that Peace Corps remains at a site. These include:

- the amount of support provided by the partner agency or community
- the amount and kind of interest and involvement of the supervisor and community partner/counterpart
- the needs of the community and ability of Peace Corps to meet those needs
- the involvement of other development organizations
- safety and security
- environmental conditions
- PCV early terminations, although Peace Corps may decide to place another Volunteer at the site with the next input

Phasing Out Peace Corps' Involvement

It is not easy to decide when it is time to leave a site. It is a discussion that should take place with each generation of Volunteers. Progress towards meeting the goals should be reviewed during site visits so that it is not a surprise when a site no longer receives a Volunteer.

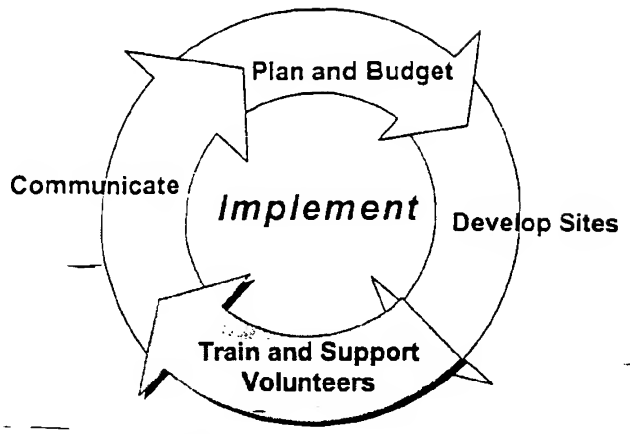
NOTES FROM THE FIELD

TOT prior to COS

In Panama, programming staff hold a three–day Business Training of Trainers (TOT) for Volunteers and their community partners/counterparts. It takes place three to six months prior to the Volunteers' COS. The purpose of the TOT is to increase the partners' facilitation skills and provide them with specific business training techniques so that they can continue the Volunteers' work after the Volunteers leave. The workshop not only validates the contributions of the partners but also demonstrates Peace Corps' trust that they have the ability to continue the activities that they and the Volunteers have started. Before the workshop ends the Volunteers and their partners develop action plans of activities to accomplish before the Volunteers leave.

Phasing out Peace Corps' involvement should be seen as an accomplishment. Communities should be proud of the progress they have made. For this reason, it is appropriate to hold a special event that celebrates the partnership. Consider inviting officials and the press. Recognize those who have worked hard and achieved their goals. Peace Corps can then leave knowing that Volunteers and staff and their host–country partners have made a difference.

Train and Support Volunteers



The Peace Corps staff support Trainees and Volunteers through training, coaching, counseling, and problem solving. They also provide access to technical materials and share information about development, the project, and the activities that are going on in the country.

In this section a broad overview of training is treated separately from other kinds of Volunteer support. Training is also covered in more depth in *P&T Booklet 6: How to Integrate Programming and Training*. For things to consider as you discuss the project plan with Volunteers during training events, refer to *P&T Booklet 2: How to Design or Revise a Project*. For information to use as you discuss monitoring and evaluation tools and processes with Volunteers, refer to *P&T Booklet 4: How to Assess a Project*.

Training Volunteers

Training refers to all the learning activities that occur during the time that Trainees and Volunteers are involved with the Peace Corps, from the time that they receive invitee materials until the time that they close their service. Training events provide Trainees and Volunteers with opportunities to improve their skills, broaden their knowledge, and enhance their abilities to integrate into and work in another culture. Each of these has a positive impact on their experience and the effectiveness of a project.

Peace Corps training is a continuum that usually includes:

- Invitation Packet
- Pre–Departure Materials
- Pre–Service Training (PST)
- In–Service Training (IST)
- Mid–Service Conference (MSC)
- Close of Service (COS) Conference

At each post there is one person in charge of training. In some countries, this is the PTO. In others it is an APCD or training manager/officer. The person responsible for training ensures that there is successful design, implementation, and evaluation of the training. Programming staff should work closely with the person responsible for training so that the elements of project content and managing a project are woven into training events and materials.

BEST COPY AVAILABLE

Pre–Service Training (PST)

Programming staff play a significant role in the training design of PST. APCDs know the project plan and the work that Volunteers and their partners are doing. They know the challenges and have had experience in problem solving with Volunteers and their partners. This experience gives them a valuable perspective on the content of sessions. Because task analyses also drive the content of training, it is critical that APCDs review and update the analyses so that they can be used for creating competencies, or skills, that Volunteers need for their jobs. These competencies provide the structure around which technical sessions are developed. *P&T Booklet 2: How to Design or Revise a Project* has information on developing task analyses.

In preparation for sessions on the project plan, it is helpful to develop a one or two page document that introduces Trainees to the project. This sheet provides a simple overview of the project and the goals and tells the story of the project. Later in PST it is appropriate to share the full project plan when Trainees have a context for the conceptual framework and the details of the project plan.

Trainee Site Visits

Some posts send Trainees to their sites during PST. Other posts send trainees to shadow current Volunteers. In either case, visiting sites enables trainees to visualize themselves both living and working at site. Often they return from site visits with renewed energy and commitment because they understand the purpose and value of training.

Site visits offer opportunities for training staff to give assignments that can be done during the visit and then reviewed when the trainees return. Assignments might include recording observations about the community, women's roles, key resources, work hours, language, availability of produce at markets, etc. These observations can lead to discussions that introduce new concepts or reinforce concepts presented earlier during training.

If trainees visit their future sites during PST, consider the following:

- Because first impressions are so critical, both the trainees and the people at their sites need to be prepared for the visits. This may require that the APCD follow–up on some unfinished details at sites, like housing, confirmation of a community partner, etc. It may also require that APCDs and trainers talk to the trainees about appropriate clothing, manners, and protocol for visits to officials.
- During the visit trainees can discuss the technical aspects of their jobs with their supervisors and community partners. They might also identify safety and security issues that need to be resolved.

- Sometimes trainees return with concerns about their assignment, supervisor, community, or partner/counterpart. These concerns offer an opportunity to talk about problem solving, a process that many trainees and Volunteers need to practice in order to do well in a different culture.
- It is also possible that a few trainees may return with concerns about their community in relation to safety and security. These concerns must be addressed.

Remember: Programming Staff support CDs in safety and security

Policy Reference: Manual Section 270, 5.2

The CD is responsible for establishing procedures to ensure that ...safety and security concerns expressed by V/Ts regarding their sites are addressed in a timely manner.

See the Resource section for an example of a *Site Visit Debriefing Session Plan.* It addresses one way to approach trainee concerns through sharing ideas on problem solving.

Supervisor/Community Partner Conference

As a part of Pre–Service Training, many posts hold a Supervisor/Community Partner Conference either before trainees visit their sites or just before Swearing–In.

A Supervisor/Community Partner Conference is an opportunity to meet a number of objectives, including the following:

- Discuss aspects of working together and problem solving
- Introduce trainees and their supervisor to each other and/or community partner
- Review the goals of the Peace Corps and its history in the country
- Review key concepts of development (such as partnership, community involvement, appreciative inquiry, sustainability, gender and development, girls' education, etc.)
- Review the goals and objectives of the project and how they are carried out
- Review the expectations, roles, and responsibilities for Peace Corps, Volunteers, and partner agencies
- Discuss Peace Corps policies and procedures that impact Volunteers and partner agencies
- Discuss safety and security precautions and procedures to handle emergencies

- Discuss the value of diversity, the benefits and challenges of cultural differences and work styles
- Participate in teambuilding activities
- Review Peace Corps' annual calendar of trainings, workshops, and conferences
- Facilitate networking between host–country partner agencies and host–country nationals in similar positions
- Provide time for trainees and their host–country national colleagues to develop a work plan for the first three months at site
- Review ways that supervisors can support Volunteers in completing a *Community Entry/Orientation Checklist* (see description below)
- Sign agreements that outline expectations
- Make final arrangements for moving to site

Even though much of the above information is included in Peace Corps brochures and communications, posts have found it helpful to revisit these broad concepts and discuss details that impact the success of the project and the goals of Peace Corps.

For an example of a *Supervisor's Handbook*, see the Resource section at the end of this booklet.

Community Entry and Orientation Checklist

The activities of the Volunteer during the first few weeks at site often set the tone for the remainder of service. Therefore, it is helpful to provide some guidelines on community entry. In addition to sessions on how to integrate into a community, consider providing a checklist of activities that each Volunteer should accomplish before the APCD's first visit. Ideas for the checklist may come from former PCVs, trainers, staff, and the Trainees themselves.

Here are some ideas for a community entry checklist:

- Complete and submit a *Site Locator* form (within the first two weeks at site).
- Informally gather information about the community, including women's and men's roles, work patterns, seasonal planting/harvesting and impact, youth activities, etc.
- Meet with government officials and community leaders, religious leaders, key health personnel, and safety officials.
- Discuss your job description with your supervisor and community partner.
- Introduce yourself to your neighbors.

- Become acquainted with the local youth. Often they are the keys that open the doors to the community.
- Attend cultural events.
- Keep notes on your feelings and observations about living and working in your community.

For additional ideas, see *Ten Things to Do at Site* in the Resource section.

Remember: Programming Staff support CDs in maintaining files

Policy Reference: MS 270, 5.2 Responsibilities

The CD is responsible for establishing procedures to ensure that site locator forms are revised and updated as and when necessary. . .

In–Service Training (IST)

One of the primary purposes of training is to increase Volunteers' skills and knowledge. Therefore, much of the training content is based on what staff have observed Volunteers doing in their work and on what Volunteers think they need. To accomplish the latter, send out a questionnaire before each event and gather information during site visits. When asking for input, try to incorporate it into the training content and tell Volunteers how their ideas and requests have been included.

In addition to skills development, training events also provide excellent opportunities to:

- review the strengths and weaknesses of project plans
- get input on how to continually improve the project and the total Peace Corps program
- generate ideas for cross–sectoral collaboration
- begin the design of technical resources
- obtain information on potential sites for the next group of Trainees
- get suggestions for revising the project plan
- give Volunteers *Peace Corps Information* packets to take to potential agency partners

Mid–Service Conference

Some posts hold Mid–Service Conferences (MSC) in addition to ISTs. Topics at an MSC might include:

- how to work effectively in your job and community;

- ideas for community activities;
- making the most of the second year; and
- accomplishments and lessons learned.

Close of Service (COS)

The COS Conference is another good opportunity to get feedback from Volunteers. Some posts use this time to ask Volunteers to complete *Site Evaluation Forms* that the staff can use in the site selection process. COS is also an opportunity to give Volunteers *Peace Corps Information Packets* to distribute to potential partners.

Try to interview each Volunteer to gather any additional information that will help in managing the project. This is also a time to congratulate and thank Volunteers for their service.

Review to Improve

Shortly after each training event, meet to discuss what went well and should be continued and what did not go so well and should be changed. Even though it seems that the experience will never be forgotten, time and a hectic pace tend to erase memories. That is why it is helpful to hold a review-to-improve meeting. Make sure someone takes notes and documents them so that they can be referred to when staff plans for a similar event in the future.

The training calendar on the following page outlines the training events, the preparation that programming staff are typically involved in, and the monitoring and evaluation activities that staff use to improve this kind of Volunteer support.

Training Calendar

Based on Trainees' Arrival	Preparation by Programming Staff	Training Event	Monitoring and Evaluation of Programming Content/ Materials/Processes
9 months prior	– Review, update, and submit Volunteer Activity Descriptions (VADs).		
6 months prior	– Review, update, submit Trainee Information Packet.		
3–6 months prior	– Review, update, and submit Pre–Departure materials. – Begin programming elements of PST design. – Review task analysis and competencies for technical, language, and cross–culture. – Review technical sessions with trainers. – Design sessions on project plan and working with partners.		
Trainees Arrive	–Design Supervisor/ Community Partner Conference.	PST Begins	– Conduct sessions on project plan and working with partners. – Use observations and feedback to tell what is going well and what needs to improve. – Coordinate Trainee site visits. – Match Trainees to sites. – Conduct site announcements. – Conduct Supervisor/ Community Partner Conference.
2–3 months after		Trainees Swear–In	– Evaluate programming and technical sessions. – Participate in review-to-improve meetings with training staff.
3 months after			– Conduct needs assessment for IST.
4–6 months after	– Design IST based on needs assessment plus observations and information from site visits.	IST	– Review PST during IST. – Facilitate and Monitor sessions. – Evaluate IST. – Participate in review-to-improve.
12 months after			– Conduct needs assessment for MSC.
14–15 months after	– Design MSC based on needs assessment plus observations and information from site visits.	MSC	– Review VADs/materials/project plans with PCVs, make adjustments. – Begin site identification process. – Evaluate MSC.
21 months after			– Conduct needs assessment for COS.
23–24 months after		COS	– Participate in overview of service with PCVs. – Collect Site Evaluation Forms. – Evaluate COS. – Participate in review-to-improve.
27 months after		PCVs Depart	– Conduct interviews with PCVs. – Collect site reports

Site Visits

One of the primary goals of site visits is to provide technical support to Volunteers.

Observing Volunteers while they work provides specific information that APCDs can use to give Volunteers feedback on how to increase their effectiveness. Taking time to sit and talk one–on–one encourages Volunteers to assess their situation and identify where they need to take action or ask for assistance.

In addition to technical support, site visits also offer opportunities for Peace Corps staff to:

- congratulate Volunteers and their partners on their accomplishments;
- reinforce the goals and objectives of the project with Volunteers, supervisors, and community partners;
- gather information for project monitoring and evaluation purposes (such as information that helps track the benchmarks that have been achieved, what is going well, and what changes need to be made);
- identify technical training needs for ISTs;
- continue building professional relationships with Volunteers and their colleagues;
- problem solve;
- pay visits to local officials whose support is critical to the success of the project and Peace Corps' work within the country;
- gather information to use in deciding whether or not Peace Corps should place another Volunteer at the site; and
- identify other sites within the community where it might be appropriate to place Volunteers.

NOTES FROM THE FIELD

Walking the Talk

In Panama, Peace Corps administrative staff go out to the field once a year. But they do not merely travel by Peace Corps vehicle. Instead, they take the same transport that Volunteers use, whatever it takes to get them to the site and back to the office. They also spend the night! This experience helps them understand and appreciate Volunteer challenges and requests for support.

HELPFUL HINTS

Little things mean a lot

There are little things that Peace Corps staff can do that are greatly appreciated by Volunteers and demonstrate a genuine caring and support. Before leaving for site visits, identify the Volunteers in the area that will be visited. Then gather as many of their packages and mail that can fit into the vehicle or be carried. Also ask the PCMO if there are any medical items needed by those Volunteers. And check with other staff to see if there are messages that can be delivered.

At the end of each site visit, write a short note to the PCVs visited showing appreciation for different aspects of the visit, giving support

and feedback, making observations, and stating what follow–up will be done and by when.

Site visits are made not only by programming staff, but also by the CD, PCMO, training staff, and administrative staff. However, visits by other staff do not take the place of site visits from APCDs. Because many Volunteers perceive their APCD to be their Peace Corps "boss," it is critical that APCDs make the agreed–upon scheduled visits to Volunteer sites and sit down with each Volunteer alone to discuss what and how they are doing.

Standards and Guidelines

Standards and guidelines for site visits help ensure that time spent is productive and is valued by Volunteers, their supervisors/community partners, and community members. Standards and guidelines are post–specific and should be developed collaboratively by programming and training staff, Volunteers, and partners.

Standards quantify expectations and identify the:

- number of visits the APCD will make to each PCV during their two years of service (for example, at least one per year and when there is a serious issue that cannot be resolved other than by a visit);
- timing of the first site visit (such as within the first three to four months of service);
- length of time prior to the APCD's visit that Volunteers and partner agencies will be informed of the visit;
- minimum amount of time that the APCD will spend with each Volunteer during a visit;
- amount of time after the site visit that the APCD will send a note to the partner agency and Volunteer; and
- amount of time after a site visit that the APCD will respond to Volunteer issues/requests.

Guidelines are suggested activities and indicate:

- officials and project partners the APCD checks in with and talks to during site visits;
- what kinds of things the APCD observes and discusses with each of those persons;
- what data the APCD collects for monitoring and evaluation purposes;
- how the APCD documents the site visit; and
- how the APCD follows up on issues, concerns, and requests.

For ideas on how and when to collect data for monitoring and evaluating the project, refer to *P&T Booklet 4: How to Assess a Project.*

Communicate your Schedule

Posts have found it useful to publish site visit dates one to two months ahead of time so that Volunteers know in advance when staff will be in their area. This facilitates sending and receiving messages. It also helps project partners plan their schedules around the visit.

Site Visit Reports

Most posts develop forms that are based on the above guidelines and provide a record of each visit. A *Site Visit Report* records general information, such as places visited, meetings held, names and titles of people met, amount of time for each meeting, and anecdotes that can be used in project reports and newsletters. The rest of the report records information the APCD hears while talking to the Volunteer and their supervisor and colleagues and while observing the Volunteer's actions and interactions. Remember that sometimes one will learn more from observing the Volunteer interacting with others than from asking direct questions. Keeping both eyes and ears open during site visits will help an APCD assess how the Volunteer is doing and where additional support might be needed.

Asking questions

Using directive and open–ended questions allows and encourages Volunteers, supervisors, and community partners to elaborate on information. For example, "Tell me about your relationship with your supervisor" may elicit more relevant information than "How are things going between you and your supervisor?"

Questions to Ask Volunteers During Site Visits

Volunteer Performance and Satisfaction

- What is going particularly well, both personally and professionally?
- What are you proud of?
- What are you doing to foster good working relationships?
- How are you integrating into the community?
- What activities and outcomes are meeting the goals and objectives of the project?

- What additional activities related to the project are you doing?
- What community activities are you involved in?
- How do you feel about the value of your work?
- Do you have too much to do? Not enough to do?
- To what extent is the partner agency supporting you? Is more support needed? What kind of support?
- Do you feel stress and/or dissatisfaction?

Volunteer Skill Development

- What skills are you working on to improve? How? Need for assistance?
- What progress have you made in language skills? What has worked? Tutoring?
- What topics should be covered in the next IST?
- How helpful was PST in preparing you for your site and your work? What topics should have been covered or covered more thoroughly in PST?

Physical and Emotional Well–being

- Have there been any problems with availability of staple supplies? Water?
- What issues have there been with host family members? How have they been resolved?
- Are there any safety and security issues?
- What challenges have you faced integrating into the community?
- What friendships are you developing within the community?
- What local authorities have you met and/or registered with?
- Have there been any health issues?
- Have there been any cross–cultural issues? How have you addressed them?
- Are there any insights or lessons learned that may help other Volunteers?

Follow–up Needed

- What follow–up actions has the Volunteer requested and/or agreed to?

Questions to Ask Supervisors and Community Partners during Site Visits

Work Performance

- Has a staff member observed the Volunteer in their work? What is going well?
- What impact is the Volunteer making?
- What skills has the Volunteer transferred and to whom?
- What activities and outcomes are related to the goals and objectives of the project?
- What is supporting their achievement? What is detracting from their achievement?
- What could the Volunteer do to be more effective?
- Are there any skills that the Volunteer should improve?
- What other activities or responsibilities is the Volunteer involved in?

Volunteer Adjustment

- How does the Volunteer seem to be adjusting to the community and work?
- Are the Volunteer's language skills improving?
- How is the Volunteer interacting with staff and members of the community?
- Does the Volunteer participate in staff meetings?

Working with Volunteers

- How did staff help their Volunteer integrate into the work team? Community?
- How effectively are the Volunteer and community partners working together?
- What is the partner agency doing to improve staff skills?
- What can be done to improve collaboration?
- How is the supervisor facilitating transfer of skills?
- What steps is the partner taking to ensure sustainability of the work that has been done?
- How are partner agency staff showing appreciation for the work the Volunteer is doing?
- In what other ways are staff supporting their Volunteer?

Other

- Are there any unresolved issues that the Volunteer or APCD should address?
- What challenges is the partner agency facing?
- What are the strategies that the partner agency is using to continually meet its goals?
- What other organizations are supporting the partner agency and in what capacity?
- What factors suggest that the Peace Corps should/should not place another Volunteer in this site?

Posts approach *Site Visit Reports* differently. Some find it useful to include written questions. Others divide the form into broad categories and leave it up to the APCD to ask the appropriate questions and report the relevant information. Posts with projects in education often use forms during classroom observations. This facilitates feedback on lesson content and teaching skills.

For ideas on *Site Visit Reports*, refer to the following documents in the Resource section:

- *PCV Site Visit Report*
- *Site Visit Form for Meeting with School Administration*
- *Volunteer Teacher Observation Form*
- Site Visit Feedback Form from PCV to APCD

Don't leave home without it!

A camera! There can never be enough good photographs of Volunteers and their partners in action. Photos can be used in reports that go to ministries, agencies, and Peace Corps headquarters. They can be sent to supervisors and community partners/Counterparts as a "thank you" for their support and a productive site visit. They can be posted on boards in the Peace Corps office to show Volunteers and staff the great things that are happening at sites. But be careful. Limit the number of posed group shots where everyone lines up in rows. A better choice is action photos that tell a story, the project's story.

Technical Resources

In addition to site visits, there are other ways that staff can support Volunteers in their work. The following documents provide information on projects, ideas and directions for making resources, funding sources, etc.

Volunteer Project Books

Some posts find it useful to develop *Volunteer Project Books* that include parts of the project plan as well as ideas for implementing the project. Sections may include:

- project purpose, goals, objectives;
- task timeline;
- examples of activities that support the project's goals and objectives;
- ideas for community projects;
- project report instructions;
- project report forms; and
- samples of completed reports.

The *Volunteer Project Book* might also include advice on how to carry out the goals and objectives. It might include ideas on what to do the first few months at site when Volunteers are orienting themselves to their new home and need to find constructive ways to integrate into their communities. Because these books contain ideas and report documents, they are usually given to Trainees during PST.

Volunteer Site Notebooks

Some posts ask Volunteers to keep site notebooks that they can give to the Volunteer who follows them at their site. These notebooks might contain:

- daily/weekly logs of activities;
- periodic reports;
- site survey information;
- memos;
- contact lists;
- important people to met; and

any other information that will help the next Volunteer integrate effectively into the community and become productive.

Technical Resource Books

Technical resource books are tools that come from a number of different sources, including Volunteers, staff, ICE, and community agencies. These tools might be instructions on how to make a mud oven, how to construct and use a sediment water filter, or activities for International Women's Day. ISTs are a good time to ask Volunteers to begin to create this type of resource, using their experience and expertise to help others. These resources can be used in training and can be stored in the post's resource center. Letting Trainees and Volunteers know about them and making them easily available prevents Volunteers from having to "reinvent the wheel."

Information Resource Centers

Each post decides how best to collect, store, distribute, and track resource books. Most posts have an Information Resource Center (IRC) at the Peace Corps office. However, some posts find that regional resource centers better serve their Volunteers. These regional centers may be at a Volunteer's office, home, or other safe place where Volunteers at that and nearby sites can use and check out books without having to go into the capital. In order to make the resources available to generations of Volunteers, it is important to have checkout and inventory systems to track these resources.

Funding Sources

Although the Peace Corps does not focus on projects that require funding, there are times when Volunteers can help communities obtain financial resources for a project. Funding sources include Peace Corps Small Projects Assistance (SPA), the Ambassador's Fund, and possibly other sources that are available locally in your country.

For information on funding sources available through Peace Corps headquarters, refer to The Center's *Catalog of Resources Available to Posts, P&T Booklet 2: How to Design or Revise a Project,* and materials provided by the Office of Private Sector Relations and International Volunteerism. Ask the U.S. Embassy in your country for guidelines on the Ambassador's funds.

Site Exchanges

Sometimes Volunteers are the best resources for other Volunteers and their counterparts. They have credibility and often have excellent skills to share with each other. This exchange of information and skills can happen at ISTs or at a Volunteer conference. It can also take place in the field as Volunteers visit other Volunteers, with permission from their supervisor and their APCD(s). For example, a Volunteer who needs assistance might go to another site to observe a Volunteer using the skills that they need to improve. Or a Volunteer might invite another Volunteer to visit in order to observe and be coached in a field in which the host Volunteer has expertise. Site

NOTES FROM THE FIELD

Post Exchanges

Some posts are close enough to each other to facilitate regional meetings where Volunteers and staff visit one another to share information. For example, staff and Volunteers in Uzbekistan wanted to learn about the successful English summer camps in Turkmenistan. One APCD and four Volunteers traveled to Turkmenistan, learned about the program, and returned to their country with materials and new ideas to implement.

exchanges also offer opportunities for cross–sectoral collaboration if Volunteers are not clustered in a way that facilitates this kind of teamwork.

To support site exchanges, some posts include the Volunteer travel expense in their budgets. Another option is to ask the partner agency to support travel expenses.

Volunteer Support Guide

Some posts have found it useful to work with current Volunteers to create a booklet that other Volunteers can refer to when things are not going well. This booklet contains words of wisdom, words of humor, words of support, and things to consider or do before Volunteers decide to early terminate (ET). While this is not a technical guide, it is a kind of support document since Volunteers who are not happy are usually not productive. And, obviously, Volunteers who ET are no longer able to contribute their efforts to the project.

Supporting Volunteers

Volunteer support is providing guidance as well as understanding and encouragement to Volunteers as they work through challenges. This booklet covers some of the technical aspects of Volunteer support.

The Office of Special Services (OSS) provides resources that can be used to develop personal skills and to train Volunteers on a variety of issues critical for their personal safety, cross–cultural adjustment and overall effectiveness. Contact OSS if these resources are not available at post.

A Few Minor Adjustments, a handbook for Volunteers to help them with the adjustment to a new country and culture, distributed during training.

On the Home Front, a handbook for the families of Volunteers to help answer some of the common questions about Peace Corps life, distributed to Trainees to be sent to families.

A Slice of Life, a training video and accompanying training manual to help Volunteers understand and manage harassment and unwanted attention within a cross–cultural context. Available at all posts; distributed October 1995.

Volunteer Safety—Best Practices, a diskette giving ideas and suggestions on Volunteer safety from Peace Corps countries. Also included is a *Personal Awareness Safety Manual*. Available at all posts; first distributed March 1995; new version distributed January 1997 on CD–ROM and diskette.

Crisis Management Handbook, a compilation of policies, recommended procedures and lessons learned from emergency planning and crisis management experience, designed to complement

your existing crisis management resources; distributed on CD–ROM from the Office of Policy, Planning, and Analysis (PPA) in December 1996 and will be available in hard copy.

Rape Response Handbook, a guide for Country Directors and their staffs, to better prepare for and cope with the complex issues ranging from the rape of a Volunteer or Trainee. Available in hard copy and on CD–ROM from PPA in May 1998.

Volunteer Support Training for Overseas Staff (available at all posts), a set of training modules distributed March 1995 in binder, June 1996 on diskette.

Peer Helping, provides Volunteers with basic skills in peer support.

Effective Volunteer Interactions, Part One: Basic Steps, helps staff develop more effective ways to interact with Volunteers, especially in difficult situations.

Effective Volunteer Interactions, Part Two: Skills and Techniques, reviews and applies basic communication skills such as active listening, use of open questions, giving feedback, and delivery of bad news.

Risk Management, provides guidance to Peace Corps staff in assessing and managing risks to personal safety and security.

Crisis Management, prepares Volunteers to respond to and manage a variety of crisis situations, using case studies and small group exercises.

Team Building, provides Peace Corps staff with practical approaches to developing and managing a more effective team.

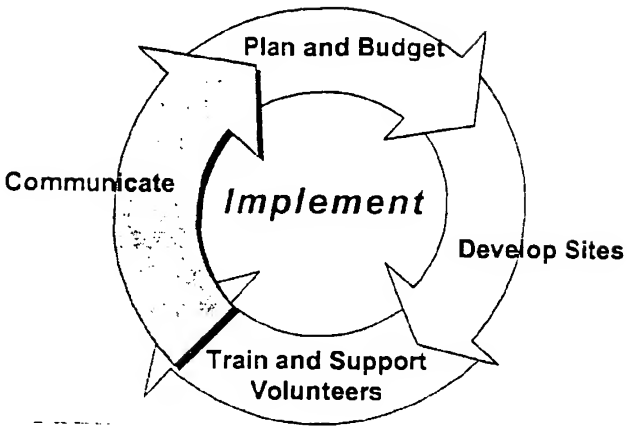
Administrative Separation, guides staff through the process of improving Trainee/Volunteer performance, the permissible grounds for administrative separation, and the proper procedures for separation.

Safety and Security, provides Peace Corps Staff with practical guidance to address safety issues at post.

Communicate with Stakeholders

The following tools offer additional ways to communicate the activities and outcomes that Volunteers and their partners are accomplishing in the field.

Note that the materials below do not have to be elaborate or take a lot of time to develop. Keeping them simple makes them more likely to be produced and read. As the materials are developed, have fun and be creative. To make the materials versatile, develop them in English and in the local language(s).



Communication Tools for Invitees, Trainees, and Volunteers

Invitee Materials

Consider developing materials in addition to those that the Peace Corps headquarters sends to invitees, especially if the post is considered a hard–to–fill post. For example, develop a sheet of photos and quotes from current Volunteers. Or ask Volunteers to develop an audio tape that generates enthusiasm about coming to the country. Work with the country desk unit at headquarters to facilitate getting these materials in the mail. As the Peace Corps develops web pages, contribute quality photos and anecdotes that capture the excitement and challenges of Volunteer life and work. Remember that a post's staff and Volunteers are the best advocates for the project, so continually gather photographs and information about what is happening. Then send them to headquarters so that they can be included in publications!

Staging Materials

Staging is an opportunity to continue the orientation process. If the country desk unit does not already have photos of Volunteers and staff at work as well as music and handicrafts from the country, send them a box of materials that can be displayed during Staging. Short (10 to 15 minute) videos or slide shows are an excellent way to keep enthusiasm high and also present balanced information about the projects and the rewards and challenges of Volunteer life. If there is not a video, send a cassette tape of music to play as the trainees meet for the first time.

BEST COPY AVAILABLE

Pre–Service Training Materials

Volunteers leave PST with boxes of materials that they may never read. Instead of generating more mounds of documents, eliminate the non–essential and actively use the essential. For example, assign pages of the *Welcome Book* as homework and discuss key points during sessions. Give trainees *Project Sheets* (see following page) at the beginning of PST so that they can become more familiar with their project. Later distribute and discuss *Volunteer Project Books* that present more fully the goals and objectives of the project, tasks, other activities that support the project, copies of reports, an outline of the reporting process, etc.

Volunteer Newsletters

In a number of posts, Volunteer newsletters have transitioned from a casual, informal format to desk top newsletters written and published by Volunteers and staff. Even though the newsletters are intended for Volunteers, they have the potential for being read by any number of other people. Consequently, it is important to maintain a professional newsletter. Volunteer newsletters offer opportunities to inform Volunteers about project activities and outcomes, in addition to calendar events (workshops, site visit schedules, holidays, etc.), thoughts about development from the Country Director, PTO and PCMO, and submissions from Volunteers.

Feedback on Volunteer Periodic Reports

As part of the data collection strategy, posts use Volunteer periodic reports. Some are quarterly, others match the calendar of the particular sector in which Volunteers are working. Most Volunteers will make a concerted effort to complete these reports if they know that the information is being used and if they see that they are contributing to the total effort. For these reasons, it is a good practice to send a follow–up letter to each Volunteer who sends in a report. The letter does not need to be lengthy. It can be a quick note that simply says "Thank You" and comments on something that is in the Volunteer's report. A follow–up letter is also an opportunity to provide an update on the project's status. Include a summary of the data that was submitted and related trends and/or observations.

Communication Tools for Project Partners

Print and audio–visual media enhance communication. Videos bring the Peace Corps into the meeting room. Leaving behind brochures and information sheets reminds people of what was discussed and gives additional information that was not covered. The following are brief descriptions of basic print and video materials that staff can use for a number of different audiences. All the materials listed below can also be shared with invitees, Trainees, and Volunteers

Peace Corps Program Brochure

A Peace Corps *Program Brochure* represents the work that the Peace Corps is doing in the host country. Most posts include a brief history of the Peace Corps, the Peace Corps' three goals, the history of the Peace Corps in the host country, descriptions of the projects, a brief explanation of the site identification and selection process, and contact information. Sometimes the brochure also includes photographs of Volunteers and their project partners at work.

Peace Corps Program Sheet

This one– or two–sided sheet acts as a supplement to the Peace Corps *Program Brochure*. It can be updated easily as numbers of Volunteers and site placements change. The content might include a list and brief history of each of the current projects, a grid identifying the numbers of past and current Volunteers, and possibly a map showing the placement of Volunteers.

Peace Corps Data Sheets

Several times a year the Peace Corps headquarters publishes data on the number of Volunteers worldwide, regionally, by sector, and at each post. These are useful handouts for people who want to learn more about the Peace Corps and a specific program.

Project Description Sheet

This sheet is a one–page overview of the project. It summarizes the history of the project, outlines the project's purpose and goals and objectives, lists or shows on a map the numbers and placement of Volunteers, and highlights accomplishments. It is useful to distribute this sheet to trainees in the early part of PST, to host–country officials, to visitors from other agencies, and to new Peace Corps staff.

Posters

A poster is a great way to support the partner orientation process and announce the arrival of a Volunteer. But make sure that posters are culturally appropriate in your country. The poster does not have to be large or elaborate. It can list the three goals of the Peace Corps, a brief history of the Peace Corps in the host country, as well as brief descriptions and accomplishments of the projects. There should be room for the Volunteer's name and a photograph of the Volunteer that can be glued on the poster. Consider distributing the posters during the supervisor/community partner conference. Give two to each agency. One can be placed in an office, and the other can be posted where staff and visitors can see it.

Project Partners Newsletter

This newsletter is in addition to a Volunteer newsletter. While it may contain some of the same information, it is targeted to supervisors, community partners, colleagues and other agencies. With all the other responsibilities staff have, it is often difficult to create one more document. But this document does not have to be long, and it can include information that is already in other publications (Volunteer newsletters, IPBS, PSR, TSR, Volunteer reports, training reports, speeches, etc.). The idea is to communicate often, celebrate successes, and give examples of sustainable development that could be replicated in other places. To make it easier, plan the topics in advance. Gather information during site visits and ask Volunteers, supervisors, and community partners to help by submitting articles, anecdotes, information, and photos.

The following is a list of possible topics:

- update on outcomes related to the project's goals and objectives
- stories on Volunteers and colleagues working together successfully
- models of supervisor/community support and/or work
- examples of cross–sectoral collaboration
- examples of networking
- in–country resources
- thoughts on sustainable development from the country director, APCDs, and country officials
- information on how to apply for SPA grants and other funding sources
- events calendar: Peace Corps conferences, special days
- reports on conferences, workshops, training
- ideas for celebrating special days (Earth Day, International Volunteers' Day, International Women's Day, etc.)
- short biographies and photographs of Peace Corps staff
- letter from a ministry or local official about partnering with Peace Corps
- ideas for improving technical skills (such as teaching techniques, farming hints, how to make a green house, etc.)
- quotes, sayings, or parables related to development, partnership, and teamwork

Annual Report

The information that is included in the various Peace Corps reporting processes (PSR, TSR, IPBS) can be summarized, put in a different format, and distributed as an annual report. It can be sent to ministry officials, partner agencies, the Embassy, and Volunteers. It does not need to be long. A short report with graphics, photographs, and/or anecdotes can be more interesting and reader–friendly.

Videos

Some posts use short video presentations at conferences with Volunteers and their colleagues and at meetings where staff introduces Peace Corps to communities. A video should tell a story, give a feel for the program, and create a professional impression. Remember that during meetings with prospective agencies, Peace Corps staff can leave behind written documents that explain process and important information for people to refer to later.

Press Releases

Positive press is an effective way to promote the Peace Corps and the work that Volunteers and their colleagues are accomplishing. With each event that post holds, discuss whether or not it is an event that should be covered by the media. If so, provide the press with some of the documents referenced above to orient them to the Peace Corps and the project. Also develop a press release that has been approved by the CD and explains the event. Remember to give credit to officials and host–national colleagues so that they are acknowledged for their participation and support.

Peace Corps Information Folders

APCDs usually have a number of information sheets and forms that they take on site survey visits. Consider putting them in folders that staff can leave with agencies after their meetings.

The following is a list of the documents that you might include:

- cover letter from the CD and/or APCD briefly outlining the site identification and selection process,
- *Peace Corps Brochure*
- *Project Description* sheet
- Peace Corps data sheets from headquarters
- lists of roles and responsibilities for agencies, supervisors, and community partners
- annual report
- newsletters
- *Volunteer Request* form

Resources

Agency Survey Form

Peace Corps/Papua New Guinea

(One of three forms that Peace Corps staff or Volunteers complete when they visit a potential site.)

Name of organization requesting PCV:

Telephone Number

Address

Supervisor Contact Information

Staff met (name, title)

Identified community partner(s)

Description of organization (work it does, current/future projects, challenges, etc.):

Has Peace Corps worked with this organization before? When?

Describe successes/problems

Collaboration with other agencies (past, current, future; successes, challenges):

Describe the organization's staffing

What specific tasks/activities would the Volunteer be involved in?

What activities support the Project Plan?

Continued

What indicators suggest that a Volunteer's work would be sustainable?

What preferences does the agency have for a Volunteer and reasons (male, female, couple; skill set)?

What support will the organization provide (work–related travel expenses, office space, training)?

What type of housing will the organization provide for the Volunteer?

Does the housing meet safety criteria?
If not, how will the organization upgrade the housing?

What reliable emergency transport is available? (Whose? Where? Distance? Availability?)

Nearest telephone(s)? (Whose? Where? Distance from organization? Reliability? Number?)

Nearest radio(s)? (Whose? Where? Distance from organization? Reliability? Code?)

Based on the community, housing, and organization surveys, do you:
___Recommend ___Recommend with reservations ____Not Recommend
Reasons:

Community Agreement for Placement of a Volunteer

Between (Name of Community, District, and Province)

and

The Peace Corps/Zambia *P.O. Box 50707, Lusaka; Tel: 260377/636; Fax: 260685*

INTRODUCTION:

As a result of contact, negotiation, and visits over the last several months, Peace Corps/Zambia and the community of (NAME OF COMMUNITY) agree to enter into a Memorandum of Understanding in mutual support of a (PROGRAM TYPE) Volunteer to reside in (NAME OF COMMUNITY) for a period of two years starting in (MONTH/YEAR).

Peace Corps and (NAME OF COMMUNITY) agree to participate in the program as outlined in this document and will carry out responsibilities as mutually agreed upon.

This Memorandum of Understanding is entered in good faith and is subject to continued discussion and modification as needed.

I. What (NAME OF COMMUNITY) should expect from:

A. Peace Corps/Zambia:

- The provision of a competent and trained Peace Corps Volunteer who wants to live, work, and learn about life in Zambia.
- Peace Corps will provide public transport costs for the Volunteer to and from (NAME OF COMMUNITY) for any travel approved by the Peace Corps Associate Director or Medial Officer.
- Peace Corps will provide the Volunteer with a bicycle for local transport.
- Peace Corps will ensure all necessary medical care for the Volunteer.
- Peace Corps will provide the Volunteer with a stipend for their living expenses, comparable to a Zambian civil servant salary, during their stay in the community.
- Peace Corps will reimburse (NAME OF COMMUNITY) for any expenses that are necessary in an emergency (for example, Peace Corps will reimburse fuel or the cost of renting a vehicle to evacuate the Volunteer in a medical emergency in which the Volunteer is unable to communicate).
- Peace Corps will provide Pre–Service and In–Service Training to the Volunteer so that they may efficiently accomplish their technical project goals.

B. The Peace Corps Volunteer (PCV)

- The PCV will live and work within (NAME OF COMMUNITY), and do their best to accomplish their project goals in the community.
- The PCV will make every effort to learn the local language prominent in (NAME OF COMMUNITY).
- The PCV will abide by all Zambian laws.

- The PCV is a Volunteer 24 hours a day. Their work schedule will adhere, minimally, to normal Zambian civil servant working hours but will also be flexible to accommodate community member needs.
- The PCV will request assistance from their neighbors, and the local traditional authorities, when they are experiencing any significant problems as a result of the actions of a community member, or other person visiting (NAME OF COMMUNITY).
- The PCV will not become involved with any local or national political movement or activities.
- It is the PCV's personal decision whether or not to attend any local religious gathering, and does not reflect the position of Peace Corps as an organization. The PCV is not allowed to proselytize in any way.
- The PCV's role is to facilitate (NAME OF COMMUNITY)'s development needs at the grass–root level through the existence of local resources (human, technological, and financial). This will be accomplished with the community's own identified needs and solutions.
- The PCV will work closely with motivated Counterparts to assist them in becoming more effective proponents of community participation.
- The PCV will live within (NAME OF COMMUNITY) for a period of two years based on satisfactory community spirit, drive, and energy towards the development of their projects.
- At the end of this two year period, the PCV may be replaced upon request by (NAME OF COMMUNITY), if the community effort to work with the previous PCV has been adequate, and if the viability of the project necessitates further assistance.
- The Volunteer is not a donor, does not have access to project funds, and should not be expected to offer monetary or material assistance.

II. What Peace Corps/Zambia expects from (NAME OF COMMUNITY)

- (NAME OF COMMUNITY) is responsible for the safety and security of the PCV. Every effort will be made to ensure that neither the PCV's person nor property is bothered. Any complaints made by the PCV of harassment will be dealt with seriously and promptly by (NAME OF COMMUNITY). If necessary, this includes measures such as establishing a strong neighborhood watch, continuing community education on non–harassment, and any other form of security measure on an as needed basis.
- (NAME OF COMMUNITY) will provide free accommodation for a PCV. The house should be clean, well maintained, and freshly smeared. The grass in the yard area should be slashed. The house should be in proximity to at least one or more families for security, but not too close to local meeting places like schools, markets, or churches, and obviously not near places where drinking is common. The house should also not be too close to main roads. This accommodation will also minimally include the following attributes:

above all else, the house will be safe and secure for the PCV,

the house will be at least four by five meters,

a window in each room with securable window shutters,

a solid front door with lock/keys,

at least two rooms,

a leak proof thatch roof (preferably new),

the yard area will be fenced off,

a private covered latrine,

a private bath area,

an Inska,

a refuse disposal pit.

- (NAME OF COMMUNITY) will do anything necessary to evacuate the Volunteer should an emergency arise concerning the health of the Volunteer. This will include doing everything possible to get the Volunteer to appropriate help and contacting the Provincial Peace Corps Representative or the Peace Corps office in Lusaka as soon as possible. Peace Corps will reimburse any financial burden placed on a member of the community while providing emergency evacuation assistance.
- The members of (NAME OF COMMUNITY) will make every effort to assist the Volunteer in learning the local language and in integrating into the milieu in general.
- (NAME OF COMMUNITY) agrees to work with the PCV to identify its own priorities as related to the (NAME OF PROJECT). These priorities will be feasible, easy to implement, and sustainable.

RESOLUTIONS AGREED UPON:

- A (NAME OF PROJECT) Peace Corps Volunteer will come reside in (NAME OF COMMUNITY) for a two–year period of time starting in (MONTH/YEAR).
- (NAME OF COMMUNITY) will assure safe and secure living and working conditions for the PCV.
- (NAME OF COMMUNITY) will organize for free accommodation and upkeep for the current, and any future, Volunteers.
- (NAME OF COMMUNITY) will inform all villages within, and around, the work area of the terms of this agreement and what is expected from them;

We, the undersigned, have read and agree to the terms set forth in this Memorandum of Understanding. Violation of this agreement may result in the withdrawal of the Volunteer.

Signature of District Representative Date

Printed Name and Title of District Representative

Signature APCD of Project Date

Printed Name of APCDProject Name (Printed)

Continued

Signatures of Community Members Date

Signature of Peace Corps Volunteer Date

Printed Name of PCV

Community Survey Form

Peace Corps/Papua New Guinea

(One of three forms that Peace Corps staff and Volunteers complete when they visit a potential site.)

Location Province/Region

Requesting partner agency

Community people met (name, title, contact information)

Travel from site to:	type of transport	travel distance	transport/frequency/time
Major City (name)		km	
Nearest re–supply place (name)		km	
Airport (Where?)		km	
Peace Corps office		km	
Nearest PCV (name/location)		km	

Safety and Security

Politically stable area	yes	no	
Low crime rate	yes	no	
Safe housing available	yes	no	
Public telephones	yes	no	Where?
Access to telephone	yes	no	Where?
Access to radio	yes	no	Where?
Emergency transport	yes	no	

What kind of transport and who will provide?

Comments _____

Health

Potable water	yes	no	
Easy access to market(s)	yes	no	Market location(s)
Environmentally safe	yes	no	
Low threat of disease	yes	no	Diseases:

Medical facility: location, type, staffing

Nearest hospital location: Type of Transport:

Frequency or transport Travel time

Comments_____

Population

Number of people

Primary ethnic groups/percentages

Primary language(s)

Primary religions/percentages

Primary sources of income

Comments

Other Resources

Bank(s)	yes	no
Post office	yes	no
School	yes	no

Geography

Climate

Historical/cultural facts

Comments

COMMUNITY'S INTEREST IN WORKING WITH A PCV; POSSIBLE COMMUNITY ACTIVITIES

Other PCVs at site: (name/project/when assigned, leaving)

Other development projects in area:

Overall comments:

Person completing survey:

Date:

Event Checklist

Review needs at least three weeks prior to event so that materials can be purchased if necessary.

Materials (Keep materials in boxes for easy storage and retrieval.)

Note pads Colored paper Hole punch

Pens Pencils Binders/Notebooks

Marking pens White out Notebook dividers

Masking tape(2) White copy paper Name tags

Scotch tape Note cards Paper clips

Scissors Push pins Flip chart paper

Folders Stapler Staples

Overhead transparencies

Copies

_____Agenda
_____Evaluation
_____Participant List
_____Overhead Transparencies
_____Handouts:
_____

Equipment

Overhead projector
Slide projector
Computer lap top(s)
Printer, with appropriate cables
Copier
Extension cords

_____ Camera and film

_____ Flip chart stands

_____ Sports equipment and games

Other

_____ Bottles of water

_____ Water purifiers

_____ First Aid Kit

_____

_____

Check at facility

_____ Telephone access

_____ Internet connection

_____ Ability to make copies

_____ Emergency procedures and facilities

Event Matrix

In–Service Conference

Review activities, identify who is responsible for each activity, and determine complete dates at least two to three months in advance of the event. Review list periodically to ensure that activities are carried out and issues are resolved.

Revised —/—/—

Activity	Who is Responsible *	# of Weeks Before Event	Date To Complete	Comments
1. Correspondence				
1.1 Request PCV input on content	APCD /PTO	8		
1.2 Send info to Supervisors	PA	4		
1.3 Send info to PCVs, map	PA	4		
2. Facilities				
2.1 Get quotes from three places	PA	12		
2.2 Review with AO	PA	10		
2.3 Contract with hotel	PA/AO	8		
2.4 Review needs and progress with facility's manager	PA	8, 4, 2, 1		
2.5 Discuss meeting room setup	PA	2		
2.6 Decide how to assign rooms	PA	1		
3. Meals/breaks				
3.1 Review meals menu and breaks	PA	2		
4. Agenda				
4.1 Incorporate PCV input	PTO/APCD	4		
4.2 Review input with APCDs	PTO/APCD	3		
4.3 Identify sessions	PTO/APCDs	3		
4.4 Assign session facilitators/trainers	PTO/APCDs	3		
4.5 Develop agenda	PTO/APCDs	3		
4.6 Develop session plans	facilitators	2		
4.7 Review session plans	CD/PTO	2		
5. Guest speakers				
5.1 Identify speakers	PTO/APCDs	3		

5.2 Invite: call, send letter	PTO/APCDs	3		
6. Transportation				
6.1 Reserve cars/bus	PA	4		
6.2 Review needs with drivers	PA	4		
6.3 Follow up with drivers	PA	2, 1		
7. Media coverage				
7.1 Invite reporter	PA	2		
7.2 Send info re event, PC	PA	1		
7.3 Review article	CD	After event		
8. Materials				
8.1 Review checklist	PA	3		
8.2 Purchase what's needed	PA	3		
8.3 Assemble folders	PA	1		
8.4 Copy documents needed	PA	1		
9. Report on event				
9.1 Collate feedback	PA			
9.2 Hold review to improve	staff			
9.3 Write content	PTO/APCDs			
9.4 Share information with participants and staff	APCDs			
10. Make payments	AO	After event		

* APCD=Assistant Peace Corps Director

AO=Administrative Officer

CD=Country Director

PA=Program Assistant

PTO=Programming and Training Officer

Health Criteria for Site Selection

Peace Corps/Mozambique

The following are minimum health criteria for the assessment and selection of PCV sites.

Physical Set–up

- Well–constructed home with good roof (minor leaks okay)
- Bars on windows if local security indicates a need
- Functional locks on doors and windows
- Safe neighborhood
- Yard which can be kept free of overgrowth
- Screens on windows
- Cement floor (or better)
- Surrounding area free of stagnant standing water—or able to be made free of standing water
- Private sleeping room for Volunteer

Drinking Water

- Clear (can be transported to site if not available locally)
- River water not acceptable or if absolutely necessary must be treated

Waste

- Clean pit latrine (minimum four foot drop) with cover for hole, OR
- Functional flush toilet if running water is reliable; if toilet but no running water, toilet must be covered and water supply for "self" flushing available
- (Prefer outside pit latrine to inside "no water" toilet)
- Arrangements for sanitary disposal of garbage (pit okay)

Nutrition

- Daily (or at a minimum bi–weekly) access to market with fruits, vegetables, and protein source
- Arrangements to cook indoors or in covered outside space

Transportation, Communication

- Vehicle to transport PCV in an emergency OR
- Reliable communication to someone who could transport PCV
- Routine public transport within one mile of PCV house (this is negotiable)
- Able to call/radio Peace Corps office within two hours
- Able to get to Peace Corps office or designated health care provider within 24 hours

- Able to get to an airstrip within four hours

Work Place

- Free from safety hazards
- Protective devices available if indicated (eye protection, protective clothes, hard hat)

Housing Checklist

Peace Corps/Kenya

PCV Name:	Site:	Date Completed:
Directions to housing:		Best way to contact:

Please check ***yes*** or ***no*** for the following housing requirements. In the "Comments" section on the next page, give an explanation of the discrepancy if any. In the "Solutions" area, outline the proposed solutions and any steps you have taken to get the problem rectified.

Examples:

Comment: Item #1 – Roof has major leaks;
Item #17 – No bars/locks on any windows.

Solution: Item #1 – Got an estimate for repair–500ksh.
Item # 17 – Spoke to landlord who will install locks by 8/1.

Action taken: Met landlord at site on 8/15. No progress made.
Landlord now wants Peace Corps to pay, please advise.

Physical	***yes***	***no***
1.Well–constructed with good roof		
2.Yard can be kept free of weeds/snakes		
3.Screens if mosquitoes/flies are or can be severe		
4.Cement or better floor		
5.Furnishing is adequate and includes:		
bed with mattress free of infestation		
table and at least two chairs		
cupboard for food		
boards and blocks for shelves		
(PCV will be given money to buy items that are missing.)		
Transport/Communication	***yes***	***no***
6.Vehicle available to transport PCV in an emergency **or**		
Reliable communication to someone who could transport PCV		
7.Routine public transport to within one mile of PCV house		
8.Able to call Peace Corps office within four hours		
9.Able to get to Peace Corps office or regional office within 24 hours		
10.Able to get to an airstrip within eight hours		
Water/Sanitation	***yes***	***no***
11.Water is clear and not from a river		
12.Shower is :		
locked and for PCV use only		
clean and not used as latrine		

13.Latrine:		
is locked and for PCV use only		
level is at least four feet deep/hole covered or		
working flush toilet		
14.Garbage disposal available, pit okay		
Security	***yes***	***no***
15.Housing is in a safe neighborhood		
16.Bars on window if local security indicates a need		
17.Functional locks on all outside doors and all windows		

Comments: Please specify number and what is lacking. Be as specific as possible.

Solutions: Please list steps or plans you or others have taken to rectify the situation if any.

For Office Use Only:

Date Received :	by:
Date Reviewed:	by:

Action proposed:

1.

2.

3.

Action taken:	Date:

Who contacted:

What was agreed:

What was accomplished:

BEST COPY AVAILABLE

Housing Survey Form

Peace Corps/Papua New Guinea

(One of three forms that Peace Corps staff and Volunteers complete when they visit a potential site.)

Requesting Partner or Organization

Supervisor_____Contact Information_____

Housing Address_____

Housing Owner_____Contact Information_____

Type of Housing _____Bush house _____Wood house _____Stilts _____Ground

_____Permanent house _____Round house _____Other (describe)_____

Location _____Compound _____Residential _____Village _____Community

Rooms _____Living room _____Kitchen _____No. of Bedrooms

_____Inside bathroom _____Inside shower area _____Outside shower area

_____Outside latrine (four foot pit)_____Covered pit latrine

Cooking _____Gas Stove _____Kerosene burner _____Open fire _____Electric

Laundry Facility _____Outside house _____River _____Other (describe)

Water Supply _____Pipe in house _____Tank _____Well _____River _____Stream

Garbage Disposal _____Pit _____Collect/burn _____Removal _____River

Electricity _____Local (Hrs/day _____) _____Solar _____None

_____Generator (Hrs/day_____)

Access to Telephone Location/Owner

Travel time:Mode of Transportation

Access to Radio Location/Owner

Travel time:Mode of Transportation

Public Transportation: Time to reach from house _____Walk (number of minutes _____)

_____Boat (number of hours _____) ____Plane (number of hours _____) _____Helicopter (number of hours _____)

Closest Peace Corps Approved Re-supply Center

Travel time:_____Mode of Transportation_____

Closest PCV Name_____Location_____

Travel time:Mode of Transportation

Continued

Complete the information below. Comment on any "NO" answers.

SAFETY AND SECURITY (*Mandatory Criteria)

	YES	NO			YES	NO
Safe neighborhood *				Strong outside doors*		
Phone within 30 minutes by safe route*				Locks on outside doors*		
Radio within 30 minutes by safe route*				Locks on windows*		
Emergency transportation available*				Bars on windows		
Comments						

HEALTH (*Mandatory Criteria)

	YES	NO			YES	NO
Clean inside/outside*				Adequate toilet or latrine*		
Water available*				Adequate bathing area*		
Absence of pests				Screens on windows*		
Comments						

COMFORT (*Mandatory Criteria)

	YES	NO			YES	NO
Bed and mattress*				Stove*		
Table and chairs*				Refrigerator		
Comments						

LOCATION (*Mandatory Criteria)

	YES	NO			YES	NO
Five hours walk or two hours ride to next PCV*				Within one hour of health facility*		
Two hours from safe transport*				Within 30 minute walk of market		
Safe roads to re–supply*				Within 30 minute walk of work		
Comments:						

Continued

Work that needs to be done: _____

Action that will be taken:

By whom: By when:

Contact Information:

Status check done by: Date:

Completed work checked by: Date:

Work that needs to be done: _____

Action that will be taken:

By whom: By when:

Contact Information:

Status check done by: Date:

Completed work checked by: Date:

Other comments:

___Recommend ___Recommend with reservations ___Not Recommend

If the housing is recommended or recommended if changes are made, please provide directions and a map so that follow–up can be done more easily.

Person completing survey :Date

Person who approved housing :Date

Peace Corps Volunteer Leader Statement of Work

Peace Corps/Uzbekistan

Supervisor: Programming and Training Specialist Post:

Specific Tasks:

In addition to duties performed in the capacity of a Peace Corps Volunteer, the Volunteer Leader (PCVL) will perform the following:

- Act as the contact person, or link, between Peace Corps/Tashkent and Volunteers in the field. The PCVL will transmit messages between Volunteers and the Tashkent office, such as safety and security information, logistical information, project status.
- Coordinate information and actions during emergency situations.
- Provide guidance and counseling to PCVs. This includes being responsive to needs of Volunteers, providing advice on problem solving and cultural situations.
- Visit PCVs in the field approximately once every six weeks.
- Assist APCDs in site visits; may accompany APCD during their site visits at the request of the APCD. May assist APCD in setting dates for visits, channel site visit needs from PCVs to the Tashkent office.
- Assist in the installation of new PCVs at site after PST.
- Assist, as requested, in site selection and housing identification for new Volunteers, as well as site preparation and installation of new Volunteers.
- Assist Volunteers in the design, monitoring, and evaluation of work–related projects, especially projects such as SPA and Peace Corps Partnership. This includes conducting site visits to observe project progress and then relaying information to appropriate donors and the Tashkent office.
- Organize documentation of information by assisting in the collection and exchange of information, establishing project files, village files, and a resource center, and updating information on project funding sources and funding forms.
- Assist Volunteers in the collection and organization of information on local contacts, agencies, services, logistical points, and emergency medical procedures.
- Conduct liaison with local donor organizations and Uzbekistan services; level and types of intervention to be coordinated with Tashkent office.
- Organize area or sectoral meetings quarterly.
- Assist in provision of Volunteer/Trainee logistical support, including administrative tasks related to logistical support. Assists in conveying PCVs' information to Tashkent office.
- Assist in planning and implementing area training activities in coordination with appropriate APCD.
- Submit quarterly activity reports to the Programming and Training Specialist.

Assist in establishing arrival of replacement PCVL.

Placement Criteria for Secondary School Teachers

Peace Corps/Tanzania

Volunteer placements are done by the Peace Corps/Tanzania staff in collaboration with the Ministry of Education and Culture. Volunteers are assigned to work in areas where there is the greatest need and where secure housing is available. Volunteers are assigned to government, community, and non–government schools in both rural and urban areas. The specific Peace Corps placement criteria are:

- School has an interest in and need for a Volunteer. Volunteers must teach a minimum of 16 single periods per week with a maximum of about 24 periods per week. Additionally, the presence of a Volunteer teacher must not decrease the course load of other teachers.
- School exists in an operational area that can be supported by Peace Corps and be part of a network of other Volunteers working in education.
- School/community is able to provide for basic needs in order to create a comfortable living environment.
- School must provide housing, conveniently located in a secure area.

Volunteer housing must have at the minimum:

at least one private room (sleeping quarters) which can be locked;

mosquito screens on their bedroom windows;

a water tight (good) roof;

a cement or wooden floor;

secure/strong doors that can be locked and windows which close tightly. (This includes security bars on windows and strong, secure doors.)

Minimum furnishing must include one table, two chairs, one bed with mattress, storage area for clothing.

Volunteers can live in a house with or without electricity or running water. If the house does not have running water there must be a water source within a reasonable distance from the house and there must be a sanitary pit latrine available for use by the Volunteer.

- School provides a supportive working environment for the Volunteer. This includes identifying a Counterpart teacher that the Volunteer can work with and supporting the four goals of the Peace Corps Education Project Plan (increasing the skills and knowledge of students utilizing student centered activities, sharing ideas with Counterpart teachers and colleagues, developing teaching aids and resources using locally available materials, and forming links between the school and the community.)
- School is meeting basic operational and functional requirements and is committed to improving the educational opportunities for its students.

School is registered with the Ministry of Education and Culture.

Schools that are interested in having a Peace Corps Volunteer teacher must send a written request to Peace Corps/Tanzania. Upon receipt of request, the Peace Corps office will send a *School Information Form* that will provide us with pertinent information about the school. Additionally, Peace Corps staff will visit the school to further determine suitability for a Peace Corps Volunteer.

PCV Replacement Request Form for Agroforesty

Peace Corps/Kenya

Please complete this form if you believe that another Volunteer should be assigned to your site. Use additional space as needed for your response.

1. Name of PCVAddress

Site Location

Volunteers before you at this site (who, when, sector)

2.Work Related Information

a) Please describe your site location. Include size of nearest market center, distance to the nearest transportation, and to the tarmac. Also give a description of the physical features, whether hilly or flat, arid or semi–arid, high potential or low potential, and the proximity to the nearest other Volunteer.

b) Please describe your primary agroforestry projects, paying special attention to any project that would benefit from continued Peace Corps presence. Please include the type of clients (such as women's group or individual farmers), details about your role in the project, length of time you have worked with the project, and any other relevant information.

c) Please describe any areas of agroforestry work which you think could be successful, but you have not attempted, because of either lack of time or lack of interest.

d) How does the quantity and quality of work available at your site justify placing another Volunteer there? Please include any information you think is relevant, but was not asked in previous questions. What opportunities exist for fostering cross–sector collaboration at this site? Include sectors and give details.

3.Safety and Security Information

a) Please describe your living arrangements. Include availability of running water, electricity, proximity to nearest telephone, and security measures present at the house (such as good door locks, bars on windows, isolated house or located on a compound, presence of an askari, etc.).

b) Have you had any security related issues at your site, for example major or minor theft from your house, mugging, threats of violence, or assaults? If so, please explain.

c) Are there any considerations that would make this site more suitable for either a male or a female Volunteer? Would the presence of other Volunteers in the area affect these considerations?

d) Please describe any dangers you think might affect a new Volunteer at your site.

4) Miscellaneous Information

a) Please state the level of Kiswahili necessary to work effectively at your site and why.

b) Describe your relationship to your Counterpart. The person may be from a ministry, an NGO, or just a very helpful member of your community. Include the amount of time you spend working with this person, which organization the person is affiliated with, and if they would be willing to work with another PCV.

c) Please describe the level of physical activity required to work effectively at your site. For example, is there a lot of bicycling or walking involved? Is there reliable private or public transportation?

PCV Site Visit Report

Based on form from Peace Corps/Togo

Visitor (Name, Title) PCV Visited

Site Date of Visit

1. Objectives of visit:

2. Persons met:

3. Description of visit: (arrival time, time spent with PCV alone; conversations with staff; activities observed; places visited; time of departure)

4. PCV activities and outcomes achieved related to project plan:

5. Progress made in meeting project goals and objectives:

6. PCV activities in addition to assignment:

7. Issues addressed during visit:

8. Follow–up needed:

8.a. Date follow–up completed:

9. Information to use in an anecdote:

Role of a Community Partner

Peace Corps/Turkmenistan

The community partner of a Peace Corps Volunteer plays a critical role in working with the Volunteer on a daily basis to ensure that mutual learning takes place and effective development work occurs to benefit the community.

In order to accomplish these goals, the community partner:

1. Demonstrates a good understanding of the Peace Corps mission, philosophy, regulations, and requirements.
2. Exchanges professional information with the Volunteer, including:
   - how to work effectively with the supervisor and colleagues;
   - ideas on how to work effectively with students;
   - information about schedules of classes, meetings, and social gatherings.
3. Exchanges cultural information with the Volunteer, including:
   - how to work effectively within the community;
   - how to live comfortably with the host family;
   - information about traditions and celebrations.
4. Introduces the Volunteer to colleagues, procedures within the work place, members of the Haikim, and appropriate members of the community to facilitate the entry of the Volunteer into their new working and living environment.
5. Assists the Volunteer in identifying community resources, including a language tutor.
6. Works with the Volunteer as a partner to plan, organize, and facilitate meetings and workshops for colleagues and/or community members.
7. Works with the Volunteer on community development projects and/or activities.
8. Acts as a mediator between the Volunteer, the partner agency, and members of the community if necessary.
9. Contacts Peace Corps in the event of an emergency or serious problem involving the Volunteer.
10. Participates in training seminars and other events sponsored by Peace Corps as appropriate.

Role of Peace Corps

Peace Corps/Turkmenistan

The role of the Peace Corps is to work in partnership with the ministries of Turkmenistan to provide technical assistance at the grass–roots level.

In order to accomplish this role, Peace Corps:

1. Assigns a Volunteer to an institution that has identified meaningful work that matches the skills and experience of the Volunteer and has adequate systems in place to support the Volunteer.
2. Provides technical, language, cultural, and health/safety training in preparation for the Volunteer's assignment and provides additional training during the two years that the Volunteer is in Turkmenistan.
3. Provides medical support for the Volunteer.
4. Provides a monthly living allowance that allows Volunteers to live at the same standard of living as their colleagues.
5. Conducts periodic site visits to ensure each Volunteer is succeeding in their assignment and is receiving adequate support from the institution.
6. Maintains relationships with the ministries, haikims, and law officials at the national, regional, and local levels to ensure that the Volunteer can accomplish the three goals of Peace Corps.
7. Helps resolve issues when they have not been able to be resolved at the local level.

Role of the Supervisor

Peace Corps/Turkmenistan

The role of the supervisor is to ensure that there is meaningful work for the Peace Corps Volunteer to do within the institution and that there are appropriate systems in place to support the Volunteer's work.

In order to accomplish these goals, the supervisor:

1. Adopts a partnership with the Peace Corps to meet the goals of Peace Corps and the institution.
2. Identifies the work that the Volunteer will be involved in and discusses the specific roles and responsibilities with the Volunteer. The supervisor capitalizes on the skills and experience of the Volunteer to ensure an appropriate match with the work assignment.
3. Ensures that the Volunteer does not displace a local worker(s).
4. Identifies a counterpart(s) with whom the Volunteer will work to exchange ideas and to support the Volunteer throughout the two years of service.
5. Provides a classroom or work area within the institution to support the work that the Volunteer is there to accomplish.
6. Identifies a host family with whom the Volunteer can live during the first three to six months of service. The family must meet the safety and security requirements of Peace Corps and be willing to treat the Volunteer as a member of the family. Identifies additional living arrangements if for some reason the original host family does not work out.
7. Arranges for an orientation that introduces the Volunteer to colleagues, members of the Haikim, and appropriate members of the community to facilitate the entry of the Volunteer into their new working and living environments.
8. Arranges for an orientation to the procedures within the work place.
9. Provides a translator as necessary.
10. Meets with the Volunteer on a regular basis to discuss what the Volunteer is doing well, areas for improvement, and how to ensure that the Volunteer's work is sustainable.
11. Participates in site visits with representatives from Peace Corps to discuss the work of the Volunteer and how effective it is in meeting the needs of the community.
12. Allows and encourages the Volunteer's Counterpart and/or colleagues to attend conferences sponsored by Peace Corps.
13. Reviews and approves, if appropriate, the Volunteer's requests for vacation, site exchanges, time for secondary projects/activities, and attendance at Peace Corps functions.
14. Problem solves at the local level concerning work–related, host family–related, or community–related issues. The supervisor informs Peace Corps if the issues are not resolved and Peace Corps intervention is required.
15. Identifies safety–related contingency plans in the event of an emergency, including use of a telephone, telegraph, radio, and/or vehicle. The supervisor maintains an updated list of telephone contacts, including telephone numbers of Peace Corps and host family home or nearest contact.

16. Contacts Peace Corps in the event of an emergency or serious problem involving the Volunteer.

Role of the Volunteer

Peace Corps/Turkmenistan

The role of Peace Corps Volunteers is to meet the three goals of Peace Corps at their sites in the country of Turkmenistan.

In order to accomplish this role the Volunteer

1. Works voluntarily at an institution and within a community.
2. Works closely with colleagues and participates in mutual sharing of skills and ideas so that the projects that they work on together become sustainable.
3. Focuses not only on technical skills but also on the cultural goals of Peace Corps.
4. Becomes involved in secondary activities that contribute to the development of the community.
5. Reviews their work with the supervisor and counterpart on a quarterly basis, identifying what is going well and what needs to be improved.
6. Tries to resolve problems at the local level with the supervisor, counterpart, and/or community members, and involves Peace Corps when problems cannot be resolved through these channels.
7. Respects and follows the professional guidelines of the institution to which the Volunteer is assigned.
8. Follows both regulations and requirements of the workplace and the regulations and requirements of Peace Corps.
9. Follows Turkmen law.
10. Refrains from becoming involved in any political activity.
11. Does not proselytize.

School Information Form

Peace Corps/Tanzania

1. School Details:

Name of School:_____Telephone number:_____

Address (include Town/District/Region): _____

Name of Head of School:Home telephone number.

Owner of School:

Number and types of vehicles owned by school:

Type of School:

'O' ___ 'A' ___ Girls ____ Boys____ Coed____ Boarding ____ Day _____

'O' Level Bias: 'A' Level Combinations:

Total number of girls: number boarding: number day:

Total number of boys: number boarding: number day:

How many streams? 'O' Level 'A' Level

What year was school opened? Total school fees per term:

How many teachers total? How many female teachers?

Number of graduate teachers? Diploma holders?

What types of extracurricular activities are students engaged in (such as self–reliance, clubs, sports, etc.)? Please specify:

2. Other (not Peace Corps) volunteer teachers at the school:

Have there ever been volunteer teachers from other countries at your school?

Are there currently volunteer teachers from other countries at your school?

If yes, how many?

Current other volunteer teachers:

Country	Subjects	Forms
Country	Subjects	Forms
Country	Subjects	Forms

3. Community information:

Distance from school to nearest public transportation: kilometers

Means and frequency of transport available to /from peace Corps Office

Distance from school to nearest town: kilometers

Distance to the nearest market: kilometers

Distance to Post Office, Shops, and Bank: kilometers

Are roads to the community/school passable at all times during the year?

If no, describe road conditions:

How can the Volunteer be contacted in an emergency? (radio, telephone, etc.)

Telephone number or radio call signal Location

Distance from PCV house kilometers

Nearest airstrip for emergencies Distance from school kilometers

4. Volunteer Accommodation:

Will you provide separate or shared accommodation for the Volunteer?

If sharing accommodations:Roommate(s) already there?

Nationality of Roommate(s): Male or female?

Distance of accommodations from school kilometers.

Number of rooms for Volunteer:
(Volunteers must have at least one private room that can be locked for their use only)

Running water: If not, distance of water from house:

Electricity: Number of hours: per day or per week

Type of toilet:

Date accommodations will be ready?

Check which of the following you can provide for the Volunteer. It is expected that the school will provide at least minimal furnishings:

____Dining table	____Bed	____Kitchen table
____Dining chairs	____Mattress	____Cooker
____Sofa	____Dressing table	
____Chairs	____Chest of drawers	____Other:
____Electric lights	____Window screens	_____
____Window bars	____Cupboard	_____

5. Medical facilities:

Name of nearest hospital: Location

Distance from school: kilometers How many doctors?

Name of contact doctor for Peace Corps

Telephone number

Name of nearest dispensary Distance from school kilometers

6. Need and interest for Peace Corps assistance.

Please describe your current shortages:

Subject Forms Hours/week

How many teachers are currently teaching this subject?

Subject Forms Hours/week

How many teachers are currently teaching this subject:

Subject Forms Hours/week

How many teachers are currently teaching this subject:

Why do you wish to have a Peace Corps Volunteer (besides shortage of teachers)?

The Peace Corps Mission includes Volunteers working with Tanzanian teachers. How can you envision this? How would you encourage Volunteers and their Counterparts to work together?

In what ways is the school trying to improve student performance?

Please submit this form to the Peace Corps office along with a letter requesting a Peace Corps Volunteer teacher. Please also include a simple map of how we can locate your school if we would like to visit. You will be notified in advance if/when a Peace Corps staff member visits the school.

_____ _____

Signature of Head of School Date

Site Assessment Summary Sheet

Based on the Site Evaluation Criteria Sheet from Peace Corps/Kenya.

(Assessment team documents critical information from Site Surveys and Volunteer Request forms. The Summary sheets are then used to identify and report the best sites for in–coming Volunteers.)

Site Location

Address

Supervisor Contact Information

New Site Being Considered

Replacement Site (PCV, group, sector)

Former Site (PCV, group, sector)

Criteria That Must Be Met

Site is not unsafe due to civil unrest.

Site is not unsafe due to environmental pollution.

Site is served by at least one bus per day.

PCV can get to Peace Corps office within 24 hours.

There is at least one telephone/radio available to PCV.

There is housing available that meets Peace Corps criteria.

PCV assignment is consistent with skills offered by Peace Corps.

PCV is not taking the job of a host–country national.

Need for a Peace Corps Volunteer

Community priorities are consistent with project's goals and objectives.

There is enough work for a PCV to do.

Readiness for Peace Corps Volunteer

Community leaders are receptive to having PCV.

Agency supervisor is receptive to having PCV.

Counterpart/work partner is receptive to working with PCV.

Counterpart/work partner speaks enough English to communicate with PCV.

Partner agency has documented job description or plan for PCV.

Partner agency/community has evacuation plan in the event of a PCV emergency.

Additional Attributes/Opportunities

Atmosphere at workplace seems open, friendly.

Community has activities that PCV can get involved in as secondary projects.

Concerns:

Comments:

Ranking of Site

___PROMISING SITE: Enthusiastic about and prepared for collaboration with PCV. No unresolved expectations or major concerns.

___BORDERLINE SITE: One or more unresolved issues that must be resolved before site can be considered "ready." Site could be developed as suitable site if necessary.

___CURRENTLY UNSUITABLE SITE: Site not prepared or suitable for collaboration with Peace Corps at this time.

Person Completing Form_____ Date_____

Site Development Workshops

Peace Corps/Bulgaria

Peace Corps/Bulgaria is holding Regional Site Development Workshops as a part of their overall strategy to:

- enhance the site development process so that future sponsoring schools will be better prepared to work with a Peace Corps Volunteer, and
- foster better cooperation between Counterparts and Volunteers.

The workshops are held at a central location within each region. They are sponsored by a school that is working with or has worked with a Volunteer. All schools in the region that have expressed an interest in getting a Volunteer are invited to send the director, the coordinator, and a Counterpart.

The workshops last three hours. Sessions provide schools with information about Peace Corps in general and about the Education project. Sessions allow an opportunity for current sponsors to share ideas and experiences with potential sponsors. Discussions about professional behavior enhance better cooperation between teachers, directors, staff, and Volunteers. And reflections on expectations raise participants' awareness of work–related issues in a cross–cultural setting.

After the workshops the Programming staff meet with representatives of each interested school and make visits to new sites in order to assess the site and the school, to meet other teachers, and to visit and evaluate housing.

Feedback from the schools participating has been extremely positive. They feel that not only do the workshops achieve their objectives, but they also provide the participants with new models of facilitation and interaction within groups. They find the discussions very useful and effective. They appreciate closer contact with Peace Corps programming staff and representatives from other schools in the region, and they feel that the roles and responsibilities of the parties are better clarified.

For Peace Corps/Bulgaria this approach has been an effective way to do site assessment and development. It gives staff a clearer idea of the real situation at the applicant school since they are able to meet the director, deputy–director, Counterpart, and other teachers. It also begins the relationship off with positive interactions and an orientation to Peace Corps' program, expectations, and project goals and objectives.

Site Evaluation by PCV

Due to Peace Corps Office by _____

(When using this form, reformat it so that there is space for the PCV to write comments.)

PCV Name Sector Date

Agency/School Site

The information in this site evaluation form will be used by Peace Corps only in determining further placement of PCVs at your site and, in the event the site is selected again, to provide information to the next PCV. The final decision will be based on a number of factors. We appreciate your honest and thoughtful feedback.

1. What have been the positive aspects of your site and institution?
2. What have been the limitations of your site and institution?
3. What have you and your colleagues been able to accomplish since you arrived?
4. How would you describe your relationship with your Counterpart (professional and informal)?
5. In the event that you are replaced, do you recommend that we work with the same Counterpart or is there a better option?
6. What was it like to work with your other colleagues?
7. How did the agency/school respond to your concerns, problems, and requests?
8. What was it like to work in your community and what activities did you initiate or become involved in?
9. Do you recommend another PCV from your sector be placed in your site? Please explain.
10. If you recommend another PCV be placed at your site, please make recommendations concerning numbers, qualifications, training, background, interests, personality, etc.
11. Do you recommend that a PCV from another sector be placed at your site? Please explain the need, sector, institution, contact person, etc.
12. Do you know of another agency/school in your town or another town that you think would be a better placement or as good as your current one? Why? Please include names of contact people and addresses.
13. What is the condition of the housing you have been living in? What would you recommend be done in case the same housing is provided for another PCV?
14. Please include other relevant comments.

Thank you for your feedback.

Site Placement Factors to Consider

Child Survival Project, Peace Corps/Malawi

In which areas do you feel particularly capable? (Check all those that apply.)

- ❑ Nutrition
- ❑ Disease control programs
- ❑ Women's health/reproductive health
- ❑ Safe water programs/sanitation
- ❑ Working as a trainer/facilitating health education programs
- ❑ Fundraising and administering budgets
- ❑ Developing new programs
- ❑ Coordinating a variety of programs
- ❑ Other: please specify

What is most important to you in terms of your environmental preferences?

(Circle one on each line.)

a. having a PCV close by	having PCV further away	no preference
b. living in rural/remote site	living in semi–urban site	no preference
c. having a room–mate	living alone	no preference
d. starting a project in new site	taking over an existing project	no preference
e. working at the district level	working at a health center	no preference

What is the single most important factor we should consider in placing you at a site?

Below please rank in order the site assignments that are most appealing to you:

#1

#2

#3

In the space below, please give us further information on your interest in the above–ranked sites. Be sure to indicate the particular qualifications you would bring to each assignment, including relevant work experience, educational experience that might pertain to the job, community work, and/or personal characteristics that qualify you for the position.

Choice #1

Choice #2

Choice #3

Please remember that the Health APCD will make the final decision regarding site assignment. Although we will certainly consider your interests, background, and preferences, the needs of the site will be the first priority when coming to the final decision.

Site Selection Status Log

TEFL Project **Revised: __/__/__**

(APCD uses this sheet to update senior staff on the status of the site selection process.)

	Location *new, former, or replacement	School Name Address Telephone #	YES/NO PCV	Contact Person	Counte-rpart	PC Letter	Request Received	Site Visits	Housing Status	Comments
Sample	Chardjev city *former site	School #12 23 Ulin St. Chadjev 20046 23-5567	YES	Aman Niazov, Principal	Enesh Atayeva TEFL Teacher	1/3/00	3/24/00	6/1/00	Apt. Meets all criteria. Available in Sept	TEFL PCV R.Smith ETd last year due to family crisis. Supervisor supports full teaching schedule, plus monthly teacher workshops. Counterpart is
1										
2										
3										
4										
5										
6										
7										
8										

Site Visit Debriefing Session Plan

Peace Corps/Romania

Total time:

1 hour 30 minutes

Rationale:

When Trainees just arrive back from site visits during PST it is valuable to provide opportunities to share observations, lessons learned, and approaches to problem solving.

Objectives:

To identify the positive experiences during site visits.

To identify the most challenging experiences.

To discuss different approaches to problem solving.

Activities:

Invite Trainees to briefly present the positive aspects of their site visits.

Play "Throw away your troubles" game. Ask each Trainee to write down on a piece of paper one concern or challenge that they experienced or think they will have at site.

Put each of the pieces of paper in a box.

Invite Trainees to pick out one of the papers and read it to the group.

Encourage the group to identify solutions to the issues.

Materials:

Flip chart and markers, sheets of paper, an empty box

Site Visit Feedback Form from PCV to APCD

Peace Corps/Sri Lanka

PCV Name Site Date

Name/Title of Visitor

Purpose of Visit

1. What topics/issues/concerns did you have for your APCD to discuss during the site visit?

2. What topics/issues/concerns was your APCD able to address effectively?

3. What topics/issues/concerns were not addressed effectively?

4. What are the things that you will follow–up on?

5. What are the things that your APCD agreed to follow–up on?

6. Was the timing of this site visit appropriate? Suggestions?

7. Your overall evaluation of the effectiveness of this site visit?

1	2	3	4	5
not productive				very productive

8. Suggestions to improve future site visits?

9. Other comments:

Site Visit Meeting with School Administration

Peace Corps/Tanzania

PCV: Date:

Head of School:

Names of other staff met with:

School: Location:

Peace Corps Staff:

1. How is the PCV adjusting to their environment (language proficiency, personal health and safety, interactions with staff and community, etc.)?

2. How is the PCV's work performance (professionalism, classroom management, teaching skills, etc.)? Has anyone observed the PCV teach?

3. What other activities and/or responsibilities is the PCV engaged in besides classroom teaching (TOD, classmaster, clubs, community projects, etc.)?

4. Does the Volunteer work with other teachers (note if host–country national, expatriate, or both)? What types of things do they do together *(identify subject and project Counterparts)*?

5. What impact does the Volunteer have at the school *(positive and/or negative)*? What could the PCV do to be more effective?

6. What efforts is the school making to improve student performance (especially females), increase teacher skills, improve teaching resources, and make learning relevant to students' future lives and communities?

7. How can Peace Corps and PCVs most effectively support any school based efforts—given our constraints /limitations? Does school accept new ideas offered by PCVs?

8. What is the current situation at the school (budget difficulties, successes, teacher transfers, focus efforts, early closures, etc.)? What other agencies have placed volunteers at the school (JICA, VSO, etc.)? How many? What subjects do they teach?

9. Additional comments or follow–up actions required

Site Visit Report

Based on a form from Peace Corps/Mauritania

PCV Name:	Staff Name:
Service d'Affectation:	Date of Visit:
Visit began at (time):	Visit ended at (time):

Type of Visit:
(technical, site selection, etc.)

This visit falls during the month of PCV service:

1. Homologue/Supervisor met and comments related to the project/PCV:

2. Local authorities met and comments related to the project:

3. Sector project/activity discussed; site(s) visited:

4. Local NGO(s) visited:

5. GAD project/activity discussed; site(s) visited:

6. PCV issues discussed:

   Communication:

   Safety and Security:

   Housing:

   Language:

   Transportation:

   Integration:

   Other:

7. Other PCVs met:

8. Project Remarks: (activities meeting project goals and objectives; tasks)

9. Information related to past training(s) (i.e., KSAs being used/not used; feedback on usefulness of training)

10. Information related to up-coming training (i.e., KSAs needed)

11. Action/Tasks for follow–up:

12. PCV Comments :

Approximate time frame for next scheduled support visit:

PCV Signature

Staff Signature

Supervisor's Handbook

Peace Corps/Tanzania

This handbook is intended to assist schools with Peace Corps Volunteers. It provides information about Peace Corps policies and the roles and responsibilities of Peace Corps Volunteers. It also addresses the roles and responsibilities of schools hosting Peace Corps Volunteers. Please take time to review the handbook contents and discuss them with the Peace Corps Volunteer and any other appropriate staff members.

We hope that through continued communication and collaboration we can work together to enhance the educational opportunities for Tanzanian students.

TABLE OF CONTENTS

I Background

II Brief History of Peace Corps Tanzania

III Peace Corps Secondary Education Project

IV School Site Selection for Volunteer Placement

V Peace Corps Volunteer Recruitment

VI Peace Corps Volunteer Training

VII The Peace Corps Volunteer and Teaching

VIII Administrative Support for Peace Corps Volunteers

IX Peace Corps Regulations

X Early Termination of Peace Corps Service

XI Extension of Peace Corps Service

XII Emergencies

Appendix A: Quick Guide to Contact Information

I. BACKGROUND

The Peace Corps of the United States was first established in 1961 by President John F. Kennedy with three main goals:

To assist people of interested countries in meeting their needs for trained manpower.

To help promote a better understanding of the American people on the part of the people served.

To promote a better understanding of other peoples on the part of the American people.

In summary, "to promote world peace and friendship through a Peace Corps."

The very first Peace Corps Volunteers (PCVs) to serve were sent to Ghana and Tanzania in 1961. Since that time, some 130,000 Volunteers have served worldwide, in over 100 countries, in such fields as education, agriculture, health, fisheries, forestry, small business development, urban planning, rural community development, and environment.

II BRIEF HISTORY OF PEACE CORPS/TANZANIA

Between 1962 and 1969, the Peace Corps had as many as 300 Volunteers serving each year in almost every region of Tanzania. However, in the late 1960s, Peace Corps fell victim to the worsening diplomatic relations between Tanzania and the United States, the causes of which included Tanzania's strong opposition to the Vietnam War. In 1969, following the Arusha Declaration, which emphasized socialism and self–reliance, the government of Tanzania decided to discontinue the Peace Corps program. Improving relations between our countries made possible the signing of a new country agreement, and by 1979 Peace Corps was able to return to Tanzania.

Throughout the 1980s, Peace Corps/Tanzania moved steadily forward in programming with Volunteers contributing in many areas. In January 1991, at the onset of the Persian Gulf Crisis, the Peace Corps program was required to suspend its operations and evacuate the Volunteers and staff from Tanzania. Peace Corps activities quickly resumed in June 1991 as hostilities in the Persian Gulf ceased. In 1992, a thorough re–evaluation of Peace Corps development priorities in Tanzania resulted in a decision to focus efforts for the revitalized program in the area of secondary education where we currently have 65 PCVs. Also, we are introducing, in 1996, a new program in environmental conservation.

III PEACE CORPS SECONDARY EDUCATION PROJECT

The Peace Corps Secondary Education Program in Tanzania was developed in response to needs identified in collaboration with Ministry of Education officials. Priorities identified at both the national and local levels include providing Volunteer teachers who:

expand student knowledge and thinking skills.

actively work with Counterpart teachers to enhance education, share ideas, and participate in professional development training sessions.

improve, utilize, and sustain schools' educational materials.

become active and productive members of their communities and link the school to the community.

In order to meet the stated priorities, a total of 65–70 Peace Corps Volunteers are assigned to teach both certificate and advanced level science, mathematics, and geography in both government and private secondary schools throughout many regions of the country.

IV SCHOOL SITE SELECTION FOR PCV PLACEMENT

Volunteer placements are done by the Peace Corps/Tanzania staff in collaboration with the Ministry of Education. Volunteers are generally assigned to work in rural areas where there is the greatest need and where accommodation is available. The specific Peace Corps placement criteria are:

School has an interest in and need for a Volunteer. Volunteers must teach a minimum of 16 single periods per week with a maximum of about 24 periods per week. Additionally, the presence of a Volunteer teacher must not decrease the course load of other teachers to below 16 periods per week.

School exists in an operational area that can be supported by Peace Corps and be part of a network of other Volunteers working in education. Current operational areas include the following regions; Arusha, Dodoma, Iringa, Kilimanjaro, Kagera, Lindi, Mara, Mtwara, Morogoro, Musoma, Mwanza, Pwani, Ruvuma, Tanga, and Zanzibar.

School is within a community/population area. School would preferably be a day school, although all–girls boarding schools can be supported providing the school is not totally isolated from a community.

School demonstrates an interest in the Volunteer's presence: will provide housing, can identify a fellow teacher that will work with the Volunteer, etc.

School can assure and maintain the safety and security of the Volunteer and their living quarters in the school and community.

School is effectively managed, demonstrated by positive teacher and student morale and standard school terms that are not subject to delays in opening, unplanned time off, or early closures.

School is preferably co–educational or all girls, or school is one of Tanzania's select secondary schools.

Schools that are interested in having a Peace Corps Volunteer teacher must send a written request to Peace Corps/Tanzania. In addition, a copy of the request must be sent to the Director of Secondary Education, Ministry of Education. Upon receipt of request, the Peace Corps office will send a School Information Form and Volunteer Request Form ,which will provide us with pertinent information about the school. Additionally, Peace Corps staff will visit the school to further determine the suitability for a Peace Corps Volunteer.

V PEACE CORPS VOLUNTEER RECRUITMENT

The selection process is very competitive. The process is designed to ensure that only the best qualified candidates are selected to serve as a Peace Corps Volunteer. Volunteers come from all racial, religious, and ethnic groups, must be American citizens of at least 18 years of age (with no upper age limit). Applicants undergo a personal interview to ensure that they have the skills/aptitude to serve, submit letters of recommendation, obtain a legal clearance, and pass an extensive medical examination. Out of the more than 250,000 Americans each year who are interested in serving in the Peace Corps, only 3,000 are finally selected. In order to serve in Tanzania, Volunteers also undergo review of their credentials by the Ministry of Education and receive approval to teach.

Americans who join the Peace Corps agree to work for two years in the country to which they are assigned.

VI PEACE CORPS VOLUNTEER TRAINING

Pre–Service Training

Prior to beginning service in Tanzania, each Volunteer undergoes 10 weeks of Pre–Service Training in Arusha. The training staff is comprised of experienced American and Tanzanian trainers. Training includes orientation to the Tanzanian school system, practical training in teaching methodology, Kiswahili language, cultural orientation, medical issues, and an extended stay with a Tanzanian family. Training also includes a four–week internship in a secondary school in Arusha. Volunteers will then visit their prospective sites during the eighth week of training.

Peace Corps/Tanzania is committed to providing Tanzania with Volunteers equipped with the knowledge/skills/attitudes required for effective service. Each Peace Corps Trainee must meet all of the training objectives in each of the various training components of the Pre–Service Training program in order to be officially sworn–in as a Peace Corps Volunteer and assigned to a school.

In–Service Training

Throughout the course of a Volunteer's two years of service, In–Service Trainings are offered either to upgrade the Volunteer's technical or language skills or to provide them with new skills. Often, In–Service Trainings (ISTs) also are used to provide opportunities for Tanzanian teacher Counterparts to further develop their skills by participating in the training with the PCV. ISTs are generally held during school breaks with all expenses being paid by Peace Corps. (When training programs are offered, the PCV's supervisor will be requested to release the Volunteer, and Counterpart, when applicable, for the training.)

Close of Service (COS) Conference

Approximately three to four months before the Volunteer's official end of service date, a three day conference is held to assess the Volunteer's contribution to Education Project's goals and objectives, to reflect on their two year Peace Corps experience, and to assist the Volunteer in preparing to leave their Tanzanian community and to re–enter the U.S. This conference is generally held during the school term.

VII THE PEACE CORPS VOLUNTEER AND TEACHING

This section of the handbook is designed to provide schools with information about Volunteer roles and responsibilities in their work assignments. In addition to the roles and responsibilities that Peace Corps assigns to Volunteers, it is important that they also assume the normal roles and responsibilities of other teachers at the school.

It is important to note that Peace Corps Volunteers work in Tanzania to assist in the need for teachers and for cultural exchange. It is not their purpose, nor is it in their means, to bring financial assistance to schools or the community.

Volunteer Supervisors

Supervision is an essential part of any organization's effectiveness, whether in the private sector or in government. The Peace Corps Volunteer is not an exception to this basic principle. The energy and efforts of the Volunteer must be guided and supported. Daily supervision is provided by the head of school or their designate. Peace Corps additionally provides supervision to Volunteers as described below.

The school supervisor should provide direction, focus, and support as needed as well as identify a Counterpart who will be of regular assistance to the Volunteer. The Peace Corps Volunteer should be treated on the same basis as any other member of the school staff.

The associate Peace Corps director (APCD) who is responsible for the Education project will assist you in supervising the Volunteer and will monitor their performance through term reports to be completed by the Volunteer at the end of each term. The APCD, or a member of their staff, will also make periodic visits to schools to meet with Volunteers and school administrations to ensure effective Volunteer placements. Schools will be given advance notice of these site visits.

The APCD will ensure that the Volunteer meets Peace Corps policies, program goals, and social and cultural standards. If the supervisor feels at any time that the Volunteer is experiencing problems in performing their duties or adjusting to their life and work in Tanzania, we urge you

to immediately contact and consult with the APCD. In this way any misunderstandings or difficulties can be promptly resolved.

Remember: We are partners working together to help Tanzania. We must have an open and frank relationship.

Volunteer Counterparts

Schools that are selected to receive Peace Corps Volunteers are requested to identify a Counterpart teacher(s) from among their teaching staff. We feel that the support and opportunity for professional exchange that a Counterpart teacher can provide is important to the success of a Volunteer. Additionally, through participating together in training events and working collaboratively at the school both Peace Corps Volunteers and Tanzanian teachers can be introduced to new ideas and methods in teaching.

The Counterpart should be another teacher, preferably Tanzanian, in the same or similar field as the Volunteer and who is interested in working closely with an American teacher. The support of the Counterpart is important since the Volunteer will need assistance and direction as they adapt to teaching and living in a new environment. It is preferable that the Counterpart be a teacher who can spare the extra time necessary to work with the Volunteer, especially in the first two or three months after the their arrival. It has been our experience that it is most effective if a teacher (or two teachers) offers to serve as a Counterpart rather than be assigned to it.

More specifically, the Counterpart(s) should:

- Provide detailed information concerning school policy, class schedule, the grading system, school holidays, curriculum, teacher on duty, etc.;
- Inform the Volunteer of all meetings and gatherings of the teaching staff and provide interpretation when necessary;
- Introduce the Volunteer to other staff members;
- Explain to the Volunteer expectations of the head of school, the teaching staff, and students;
- Provide guidance about teacher responsibilities;
- Provide an orientation to the town and the community;
- Give advice on cultural acceptance of the Volunteer's activities and give feedback to the Volunteer on their acceptance by the community;
- Inform the Volunteer of any security problems/dangers in the area where they are living or working;
- Explain important cultural expectations and events;
- Attend In–Service Trainings with Volunteer when applicable.

If it is not possible for one person to carry out all of the courtesies asked of a Counterpart, two separate teachers may share in the responsibilities. For example, the Volunteer could have a Counterpart specifically for academics and another for cultural guidance.

Teaching Methods

Having a Volunteer at your school is an excellent opportunity for professional exchange. By working together with the other teachers, the Volunteer offers new ideas and teaching methods. At the same time, the Volunteer will learn important skills from their Counterparts.

It will take some time for the Volunteer to become familiar with the Tanzanian educational system. The American educational system is set up entirely different than the British system that Tanzania is modeled after. Volunteers will be introduced to your educational requirements during Pre–Service Training, but may require further explanation once they begin teaching. Please support them in their efforts.

Volunteers are trained in content–based teaching. They are encouraged to develop classroom activities that utilize a variety of teaching methods and encourage student participation, critical thinking, and problem solving. Such activities help students improve their English proficiency and at the same time increase their ability to analyze a problem and develop plausible options for solving it. Volunteers also try to analyze community needs and issues and integrate these topics into their lesson plans. For example, in teaching probability, they may use HIV infection rates in their problems or construct graphs based on community data.

Throughout all of their activities, Volunteers continue to increase awareness of gender equity and to improve girl's confidence, participation, and achievement, especially in the areas of mathematics and science.

These techniques are often unfamiliar to both Tanzanian teachers and students. The utilization of techniques other than the traditional lecture method is often a sensitive issue. Both students and teachers may be uncomfortable with such unfamiliar methods. However, utilization of a variety of teaching methods has been shown to increase student motivation and learning. This approach to teaching is supported by the Ministry of Education and the Tanzanian and American educators involved in the development of the Peace Corps program.

We ask that you discuss with the Volunteer the teaching methods that they utilize. We request that you support the introduction of new teaching methods at your school while at the same time ensuring that students are able to complete the requirements of the syllabus.

Classroom Discipline

Corporal punishment is uncommon in the United States, and in some parts of the country it is illegal. Many Volunteers are uncomfortable or strongly disagree with corporal punishment. There is thus a potential for conflicts concerning this issue. The Volunteer may be eager to discuss their feelings concerning corporal punishment and offer alternative methods of dealing with students. We request that you provide an opportunity for Volunteers to discuss this issue when appropriate.

Secondary Activities

Many Volunteers choose to engage in activities outside of the classroom both during and between school terms. Volunteers are motivated to engage in secondary activities for a variety of reasons, including; responding to a school/community need, sharing a skill or talent with others, or keeping busy during the school breaks. Volunteers may choose to implement projects in their own school or community or they may participate in projects in other communities. Whatever they decide, it is crucial that the project is carried out in collaboration with community members and fulfills a genuine community need. We encourage projects that require little or no external funding.

Examples of secondary activities include;

- adult education
- tutorial projects
- assisting in the development of Malihai Clubs
- sports clubs

- latrine construction
- AIDS education
- obtaining books for libraries
- improving water supply systems
- improving teaching or laboratory materials

The ability of Volunteers to engage in secondary activities is often influenced by their workload. Volunteers are not encouraged to initiate secondary activities until their second term of teaching. They are expected to spend the first four months adjusting and settling into a new living and working environment. During this period, it is suggested that they become acquainted with their students and colleagues; locate a language tutor and continue their own lessons; learn about the school or institute and the Tanzanian educational system; and become acquainted with the community and its surrounding areas.

VIII ADMINISTRATIVE SUPPORT FOR PEACE CORPS VOLUNTEERS

Living Allowance

Each Volunteer receives, from Peace Corps, a modest monthly living allowance in shillings sufficient to cover food and personal expenses. The allowance enables the Volunteer to live adequately within the Peace Corps philosophy of a modest lifestyle. The living allowance is based on local living costs. Volunteers do not receive any financial assistance from the Ministry of Education.

Housing and Utilities

Housing for Volunteers is provided by the school. The following information describes housing situations acceptable for Peace Corps Volunteers, as well as specific facilities that must be provided at the housing site.

Possible housing situations acceptable for Peace Corps Volunteers:

- sharing a house with other Tanzanian colleagues of the same gender (but not a family);
- sharing a house with other Volunteer colleagues of the same gender;
- living on a school compound or in the community (since cross cultural exchange is a goal of Peace Corps it is preferable that, when possible, PCVs live within a local community);
- living alone; or
- living in a teacher hostel.

Volunteer accommodations must have at the minimum:

- a private room (sleeping quarters) which can be locked;
- mosquito screens on their bedroom windows;
- a water tight (good) roof;
- a cement or wooden floor;

- secure/strong doors that can be locked and windows which close tightly (if the house is known to be a security risk then bars, adequate to prevent break–ins, must be placed on all doors and windows); and
- one table, two chairs, one bed with mattress, storage area for clothing

Volunteers can live in a house with or without electricity or running water. If the house does not have running water there must be a water source within a reasonable distance from the house and there must be a sanitary pit latrine available for use by the Volunteer.

Security

Foreigners are often associated with money. As a result, Volunteers are often targets for thieves. If you feel the Volunteer may have problems with security, recommend that they have a guard posted at their house. It is the school's responsibility to assist in the hiring of a guard. Also, it is important to inform Volunteers of any potential security threats and to assist them in ensuring that their homes are secure.

Sexual Harassment

It is important that the school provides an environment that is free from unsolicited and unwelcome sexual overture, which includes verbal comments, gestures, or physical contact of a sexual nature. Sexual harassment debilitates morale and interferes with the Volunteer's effectiveness. It is important to be culturally sensitive and understand that some behaviors that may be acceptable in one culture may not be acceptable in another. Volunteers who have been subjected to sexual harassment will be removed from the school site.

Transportation/Travel

Peace Corps will reimburse travel costs to the Volunteer for training, conference, or medical related travel that Peace Corps requires. These are subject to the approval of the appropriate Peace Corps official. A Volunteer must always inform either their school supervisor or assistant (if supervisor not available) of their travel plans, leave an itinerary, and indicate when they expect to return to the site.

Medical Care

Volunteers have medical care provided for them by the Peace Corp. In the event of an emergency, supervisors are urged to take any steps they deem necessary for the health and welfare of the Volunteer, and contact the Peace Corps office as soon as possible to report the situation. Peace Corps will reimburse the school for any expenses incurred. We ask that you have a plan and have considered details before a situation arises.

Annual Leave

Peace Corps Volunteers receive 24 days vacation leave annually (two days for every month of service). Except in the case of an emergency, they may take this leave only during school holidays. They spend the remaining holiday period working on secondary activities, projects, getting to know their communities, or traveling to other sites on approved work–related business.

When Volunteers want to take leave, they must first obtain approval from their immediate supervisor at school. (Taking leave while school is in session is discouraged.) The Volunteer must then forward their request for leave along with the supervisor's approval to Peace Corps for final approval. The request must include the dates of the leave and the projected itinerary of the trip.

When Volunteers are away from their sites for the weekend, they do not need to submit a leave request form. However, they need to inform their site supervisor about their destination and

itinerary. In case of need for emergency contact or notification, the Peace Corps office must know where the Volunteer is at all times.

Emergency Leave

In the case where a Volunteer's father, mother, or other immediate relative is very seriously ill or passes away, the Volunteer may request permission for emergency leave from Peace Corps/Washington to return home. Peace Corps/Tanzania will notify the Volunteer and school administration whether approval has been granted and explain the steps to be taken.

IX PEACE CORPS REGULATIONS

The Peace Corps Volunteer is under the direct responsibility of the head of school and is subject to school regulations and Tanzanian law. In addition, Volunteers are responsible for complying with Peace Corps policy, which includes the following regulations:

A. Motor Vehicles

Volunteers are not permitted to own or drive any motor vehicle (this includes motorcycles) during their two years of service. Volunteers can not ride as passengers on motorcycles. Volunteers must also wear safety helmets when riding bicycles.

B. Financial Gain

Volunteers are not permitted to accept payment for any work they perform while they are Peace Corps Volunteers. If, in addition to their teaching schedule at school, they agree to tutor groups of teachers, students, or other members of the community, they are not allowed to accept payment. If a Volunteer accepts payment for any reason, they may be asked to resign and return to the United States. Peace Corps would appreciate your assistance in these matters. We request that you do not offer to pay Volunteers for their services as this only causes them embarrassment. In addition, the school is not permitted to charge for Volunteer classes.

C. Publication of Articles

Volunteers may write articles for publication, however, these must receive approval by the country director before being published.

D. Political Involvement

It is Peace Corps policy that while in Tanzania, Volunteers may express their opinions on either U.S. or Tanzanian political issues only in a private manner. Volunteers may not involve themselves in public political debate or actions. A violation of this basic tenet of Peace Corps policy may result in termination of the Peace Corps Volunteer's contract.

E. Marijuana, Alcohol, and Other Drugs

The Peace Corps takes a very firm position on the use or possession of marijuana or other drugs. Suspicion of drug activities alone is grounds for a Volunteer's separation from Peace Corps. Decisions regarding the use of alcohol are left to the discretion of the individual. However, excessive use of alcohol may lead to inappropriate behavior that is a discredit to Peace Corps, or an inability of the Volunteer to perform their assignment, and may be grounds for administrative separation. Excessive use of alcohol may also be a medical problem which, as determined on a case–by–case basis by the Peace Corps medical officer (PCMO), may require medical intervention or treatment. As a result, it may be grounds for a medical separation.

X EARLY TERMINATION OF PEACE CORPS SERVICE

An early termination of the Volunteer's two years of service may take place under any of the following circumstances:

A. Resignation

Volunteers who wish to discontinue their service from Peace Corps for whatever reason, may do so without recourse.

B. Termination of Service Due to Ill Health

Should a Volunteer become ill and require medical care for more than 45 days, their service will be terminated.

C. Breach of Policy

A Volunteer who violates Tanzanian law, the school regulations, or Peace Corps policy, including the aforementioned policies concerning driving a motor vehicle, drug use, or paid employment outside of Peace Corps, will be immediately terminated from Peace Corps service.

D. Violation of Contract by School

If the school does not provide the Volunteer support that we request, there is insufficient work for the Volunteer, or the safety of the Volunteer is in danger, the Peace Corps will remove the Volunteer from the school site.

The Peace Corps is not able to fill a vacant teaching position if a Volunteer terminates their contract during the academic year. If the head of school is interested in engaging another Volunteer, they must apply again the following year. There is no guarantee that another Volunteer will be assigned to the school the following year. The circumstances under which the Volunteer early terminated will be reviewed and the school will be considered on the basis of the criteria established for Volunteer placement.

XI EXTENSION OF PEACE CORPS SERVICE

Peace Corps service is generally limited to 24 months. If a Volunteer appears to be able to continue to serve effectively and sustain their commitment, Peace Corps may (in special cases) permit them to extend their regular term of service for an additional year. Generally, extensions are granted for Volunteers to finish a project or to pursue an area of related interest, not to continue with the same duties.

A Volunteer whose continued service is requested by the Volunteer's supervisor must request permission to extend their service by submitting a written request to the Peace Corps country director at least 120 days before their Completion of Service date.

XII EMERGENCIES

A. What to do in the case of a medical emergency:

If a Volunteer is seriously ill or has been seriously injured, contact the Peace Corps office in Dar es Salaam immediately and transmit as much information as possible regarding the Volunteer's condition.

The person placing the call should:

Call Peace Corps office—Telephone: 667365, 667372, or 668352

If the Peace Corps telephone is out of order, call the U.S. Embassy (telephone: 666015) and explain that you have an emergency. The duty officer will radio a Peace Corps Staff Member.

Provide the following information:

- Full name of Volunteer.
- Telephone numbers or radio frequency where you can be reached.
- Exact location of Volunteer; district, city or town, direction to a private residence.
- Medical Facility: hospital/dispensary; private/government/mission
- Qualification of medical personnel attending Volunteer (doctor, rural medical aid, medical assistant, registered nurse, etc.)
- Nearest airstrip; distance from the airstrip to site

Describe exact medical status.

- Conscious or unconscious
- Coherent or incoherent
- Breathing normally
- In pain: moderate/severe/mild
- Bleeding from: nose/mouth/ears/other
- Broken bones

Give brief history of what happened.

B. Other Emergency Situations

If a Volunteer is ever in any emergency situation in which you feel it is necessary to contact Peace Corps, do so immediately using the same procedures as for medical emergencies.

In the event telephones are not working please use whatever means are available to contact the American Embassy, such as Military, Police or the Embassy Warden's radio systems . They are most cooperative and willing to help.

APPENDIX A: QUICK GUIDE TO CONTACT INFORMATION

The office is located at 36A Zambia Road, Oyster Bay, Dar es Salaam; off Bagamoyo Road near the U.S. Embassy at Kaunda Drive to Zambia Road on the right.

Mailing Address in Tanzania is:
U.S. Peace Corps
P.O. Box 9123
Dar es Salaam, Tanzania

Telephone Numbers: (255) (51) 667365, or 667372

FAX Number (255) (51)668354

E–mail<pc–tz@twiga.com>

Radio Frequency 9235 kHz USB

Office Hours 7:30 am to 3:30 pm, Monday through Friday

Training Site (Arusha) Telephone Number (057) 8871

After Office Hours Telephone Numbers
Director (051) 601689, or 0812 783050
Associate Director (051) 601918
Administrative Officer (051) 602180
PC Medical Officer (051) 27718, or 0812 783051
Duty Driver 0812 783052

Note: If there is an emergency and no one answers the after hours telephone numbers provided above, contact the U.S. Embassy, Marine Guard Post, at (255) (51) 666014. The Marine on duty can contact the Peace Corps/Tanzania staff via radio.

Ten Things To Do at Site

Based on a list from Peace Corps/Niger

Here are ten suggestions of what to do during the first several months at post: (You'll be surprised how far a little investment will get you when it comes time to do the "real" work.)

Talk with neighbors about things that interest them.

Plant trees or a small garden, perhaps in your concession. Getting your hands in the dirt makes you "here" rather than "there," and you learn what it is like to plant in this soil. A small project helps you see what is necessary for the large scale. In addition, it is nice to see something grow.

Ask a villager for a tour of the village. Once you know the village and the villagers, it will be nice to look back on this experience that began your process of getting to know your community. Plus it is an interactive experience that will cause you to spend time with another person and use the language. You will see the village through the eyes of a villager, a valuable insight, and you will familiarize yourself with your town.

Visit any schools or service agents in town. Thus, your presence and working/informal relationship will be established immediately, and you can get a sense of what is going on.

Find spots in the village or in the nearby bush where you can find solace and private time.

Experiment with cook stoves, for example, look for sources of mud, try building a mud stove, etc.

Study your language manual.

Visit nearby villages and the uninhabited land around you. It might be a pretty world, and you will orient yourself with your new surroundings. The world is big.

Watch some of the daily activities of different villagers, men, women, boys, and girls, in order to understand better what and why the people of this culture do what they do.

Enjoy yourself and your new home in Niger, West Africa.

Use of Advisory Committees

For Peace Corps Programs, Training, Monitoring, and Evaluation

What is an Advisory Committee?

It is the "voice of the people" that is used to assist organizations or programs in their own development and evaluation. For Peace Corps programs it is the participatory voice of interested and involved host–country nationals used to develop, in a partnership, credible, realistic, and responsive projects and training programs. Posts may have one or more advisory groups, depending on the need.

How can we use them?

- Advisory body to the country director
- Development of new Peace Corps projects
- Project Status Reviews to review validity and focus of current projects
- Development of appropriate Peace Corps sites
- Training Status Reviews: evaluation of Volunteers' technical and other skills
- Developing meetings, conferences, and workshops
- Development and evaluation of recruiting requests
- Review of information regarding Trainee input
- Focus group evaluations
- Strengthening partnerships

Who should be included?

- Project participants (such as youth, women, fishermen, farmers, community members, etc.)
- Government program representatives
- NGO officers/members
- Special interest group leaders and partners
- Recognized community leaders (teachers, nurses, ministers, chiefs, etc.)
- Peace Corps Volunteers
- Peace Corps staff

When do we use them?

- Annually or semi–annually for reviews
- A series of meetings to develop a project, etc.
- Once to review a specific issue/opportunity

Why do we use them?

- Create a participatory, "team" focus for Peace Corps and host country

- Get a feel for newest trends in development in the country
- Give stakeholders a chance to be heard in the process of grass–roots development
- Expose and expand host–country nationals' and Peace Corps staff's world view
- Develop culturally appropriate programs
- Support bottom–up development rather than top–down development

Volunteer Request Form

We are pleased that you are interested in having a Peace Corps Volunteer join your team. In order for Peace Corps to select the appropriate sites for Volunteers, we request that you provide the information below. Please submit this completed application to the Peace Corps by _____.

Name of Agency

Address of Agency

Name of Contact Person Title

Contact Information

1. **Work Related Information—Please provide the following information in a letter to Peace Corps.**

a. Describe the goals and objectives of your organization and a short history of the projects that you have attempted or completed. Include successes and challenges.

b. List the organizations that are currently working in the area on similar projects, and describe their goals, the progress they are making, and their challenges.

c. Describe why you wish a Volunteer to work in your organization and provide a detailed description of the job that the Volunteer will do. Please remember that Peace Corps Volunteers do not take the place of local staff members.

d. Describe what skills are essential and what skills are preferable in order for a Volunteer to be successful.

e. Describe why you think a Volunteer will find working in your organization meaningful and enjoyable.

f. Volunteers often become involved in community activities in their free time. Describe additional contacts, groups, and projects in the area that a Volunteer can pursue as secondary activities.

g. In order to facilitate mutual sharing and learning, Peace Corps requires that each Volunteer have a Counterpart or work partner. Identify who this person will be and the role that this person currently plays in your organization.

h. Please include anything else you think Peace Corps should know about your organization.

2. **Community Services—Please complete the information below.**

Name of nearest hospital location

Transport and time to travel to nearest hospital

Name of nearest doctor location

Transport and frequency from site to capital

Time to travel by land from site to Peace Corps office

Name of nearest city to site (distance, kilometers)

Name of nearest town to site (distance, kilometers)

3. Housing

As a part of our partnership with organizations, we request that they provide (identify) suitable housing for Volunteers. Please indicate the type(s) of housing that you are able to provide (identify).

Single–occupancy house	Shared accommodation in house
Single–occupancy apartment	Shared accommodation in apartment
Room in compound	Other

The health and safety of Volunteers is of paramount importance to Peace Corps. We require that housing meet the following minimum criteria:

- Volunteer must have at least one private room that can be locked.
- Kitchen must be available for cooking meals.
- All outside doors must have strong locks.
- Windows on the first and second floors must have security bars.
- Housing must be located in a safe neighborhood.
- There must be a clean inside toilet facility or outside pit latrine with four foot drop and covered hole.
- Housing should be within a 30 minute walk to work, 30 minute walk to markets, 30 minute walk to public transport, and 30 minute walk to available telephone or radio.
- Running water should be in housing or within 30 feet.
- Electricity should be available every day for at least three hours.

Does the housing you can provide (identify) meet all of these requirements? Yes/No

If "No", which ones does the housing not meet?

How can the Volunteer be reached in case of an emergency?

Can you arrange to transport the Volunteer in the event of an emergency? Yes/No

Name/title of person completing this form:

_____

Signature

We will review your application along with those submitted by other organizations. If your application meets our requirements, we will arrange for a Peace Corps staff member or Volunteer to visit your site to talk more about mutual expectations, roles and responsibilities, and the possibility of having a Volunteer work with your organization.

Please provide a map that illustrates the location of your organization. Before we visit we will contact you to arrange for a suitable date and time.

Volunteer Request Form For Teachers

Peace Corps/Tanzania

Name of School:

Location:

Please state your priority needs for teachers to teach in the following subject areas **(1= greatest need, 2= some need, 3= not needed).** Many teachers assigned to O level can teach in two subject areas (such as chemistry and biology, or physics and mathematics).

Subject	Priority Needs (1, 2 or 3)	Level (O, A, both)	proposed weekly period allocation to Volunteer in subject	number of teachers currently teaching this subject (also, indicate if any are foreigners)
Geography				
Physics				
Biology				
Chemistry				
Mathematics				

How many Peace Corps teachers are you requesting? One two

In the above areas where you have indicated a priority of 1 or 2, please list each of the teachers for that particular subject and the number of periods that they are teaching per week.

Peace Corps wishes to clarify that accommodations for PCVs should be a similar standard in which Tanzanian teachers live. The following guidelines should assist you in meeting accommodation needs for the Volunteer.

Possible housing situations acceptable for Peace Corps Volunteers:

- living alone;
- sharing a house with other Tanzanian colleagues of the same gender (but not a family);
- sharing a house with other Volunteer colleagues of the same sex;

- living on the school compound or in a safe, secure, and convenient community location; or

living in a teacher hostel.

Volunteer accommodations must have at the minimum:

- at least one private room (sleeping quarters) which can be locked;
- mosquito screens on their bedroom windows;
- a water tight (good) roof;
- a cement or wooden floor;
- secure/strong doors that can be locked and windows which close tightly (if the house is known to be a security risk then bars, adequate to prevent break–ins, must be placed on all doors and windows); and

one table, two chairs, one bed with mattress, storage area for clothing

Volunteers can live in a house with or without electricity or running water. If the house does not have running water there must be a water source within a reasonable distance from the house and there must be a sanitary pit latrine available for use by the Volunteer.

Given the above guidelines please describe the accommodation provided to the PCV.

Is the accommodation or off the school grounds?_____

If off of school grounds, how many kilometers away?_____

Is there electricity? ____running water? ____If not, what is the distance to water?

Will the Volunteer share accommodations?_____Yes _____ No

If yes, with who? Please indicate male/female.

When will the accommodation be available?_____

List furnishings that will be provided to the Volunteer.

If you are requesting two Peace Corps teachers please make sure that you describe the housing for each. Also, whenever Volunteers will be sharing housing indicate whether they will have to be male or female Volunteers.

Additional comments about accommodations:

_____ _____

Name and Title of person completing this form Date

Volunteer Teacher Observation Form

Based on a form used by Peace Corps/The Gambia

PCV Name:

Date:

Subject:

Time:

From to Class:

The purpose of this form is to help Volunteers improve their teaching skills. The more positive and constructive the feedback you can give, the more valuable the interaction will be.

For each category circle E (excellent), S (satisfactory), or NI (needs improvement). Include comments that will support your assessment and add specifics to your discussion with the Volunteer.

Before the observation, ask the Volunteer if there is anything in particular that they would like you to focus on.

Introduction

1. Did the introduction capture the students' attention?	E	S	NI
2. Are the objectives for the lesson stated clearly?	E	S	NI

Presentation

1. Is speech clear and the speed of speaking effective?	E	S	NI
2. Are books, chalkboard, other materials used effectively?	E	S	NI
3. Is questioning used effectively? Are many students called on or the same ones? Are students who do not raise their hands taken into consideration? Are questions varied, and do they call for more than a one–word answer?	E	S	NI
4. Are explanations clear and logically presented?	E	S	NI
5. Does the teacher communicate with students by doing the following: use comments and questions from learners in teaching, provide feedback to learners during lesson, clarify directions and explanations when learners misunderstand, make sure that 80 percent of the learners do understand, provide opportunities for student participation?	E	S	NI
6. Does teacher show enthusiasm for subject, students, teaching?	E	S	NI
7. Is the lesson's content made relevant to the students' lives?	E	S	NI

Conclusion

1. Was the lesson well timed/paced (for example there was not a lot of extra time at the end of class and the lesson was not squeezed into too little time)?	E	S	NI
2. Was there a wrap–up for the lesson (such as drawing ideas together and ensuring students know what to do next or explaining how today's lesson relates to tomorrow's lesson)?	E	S	NI
3. Was the lesson well prepared? Was there a clear plan?	E	S	NI
4. How well were teaching aids, visuals, hands–on materials used?	E	S	NI
5. Were there home work assignments? Were deadlines clear?	E	S	NI
6. How effective were monitoring and evaluation methods used?	E	S	NI
7. Is there a lesson plan? Are ideas for improvement included?	E	S	NI
8. Is the lesson on time, behind, ahead of schedule?	E	S	NI

9. Any actions needed?

10. Other observations:

Acronyms

AA	Assignment Area
AF	Africa Region
AID	Agency for International Development
ALO	Administrative Liaison Officer
AO	Administrative Officer
AOT	Administrative Officers Training
APCD	Associate Peace Corps Director
APCMO	Area Peace Corps Medical Officer
AWOL	Absence Without Leave
BIT	Budget Implementation Team
CAO	Chief Administrative Officer
CBT	Community-Based Training or Computer-Based Training
CCBI	Community Content Based Instruction
CD	Country Director Or Community Development
CDA	Country Desk Assistant
CDO	Country Desk Officer
CDU	Country Desk Unit
CHOPS	Chief of Operations
COLA	Cost of Living Adjustment
COS	Close (or Continuation) of Service
COTR	Contracting Officer's Technical Representative
DOS	Department of State or Description of Service
EEO	Equal Employment Opportunity
EMA	Europe, the Mediterranean, and Asia
ET	Early Termination
FAD	Field Assistance Division
FSN	Foreign Service National
FTE	Full Time Employee
GAO	General Accounting Office
GO_	Government Of _____
GPO	Government Printing Office
GSO	General Service Office
GTR	Government Travel Rates
HCA	Host Country Agency
HCN	Host Country National
HOR	Home of Record
HQ	Headquarters
HRM	Human Resource Management
IAP	Inter-America and the Pacific Region
ICE	Information Collection and Exchange
IFO	International Financial Operation
IG	Inspector General
IP	Individual Placement

IPBS	Integrated Planning and Budget System
IRM	Information Resources Management
IST	In Service Training
KAR	Key Agency Resources
LCP	Local Compensation Plan
LQA	Living Quarters Allowance
LWOP	Leave Without Pay
M&IE	Meals and Incidental Expenses
MED SEP	Medical Separation
MOA/U	Memorandum of Agreement/Understanding
MOU	Memorandum of Understanding
MS	Manual Section or Medical Services
MSI	Meritorious Step Increase
NGO	Non-Governmental Organization
OF-XXX	Optional Form number XXX (as in OF-206)
OJT	On the Job Training
OMB	Office of Management and Budget
OPM	Office of Personnel Management
OPMAN	Operations Manual
OSD	Overseas Staff Development
OST	Overseas Staff Training
P&T	Programming and Training
PASA	Participating Agency Support Agreement
PDM	Project Design and Management
PBR	Periodic Budget Review
PC/W	Peace Corps Washington
PCMO	Peace Corps Medical Officer
PCMS	Peace Corps Manual Section
PCT	Peace Corps Trainee
PCV	Peace Corps Volunteer
PCVC	Peace Corps Volunteer Coordinator
PDO	Pre-Departure Orientation
PLU	Program Learning Unit
PO	Personnel Officer or Programming Officer
PO	Purchase Order
POV	Privately Owned Vehicle
PPA	Planning And Policy Analysis
PR	Procurement Request
PSC	Personal Services Contractor
PSD	Program Support and Development
PSR	Project Status Report
PST	Pre-Service Training
PTA	Programming and Training Advisor
PTLO	Programming and Training Liaison Officer
PTO	Programming and Training Officer

PTQ	Pre-Training Questionnaire
PVO	Private Volunteer Organization
QBR	Quarterly Budget Review
QTRS	Quarterly Trainee Request System
RA	Readjustment Allowance
RAU	Regional Assistance Unit
RD	Regional Director
RDD	Resource Development Division
RFP	Request For Proposal
RPCV	Returned Peace Corps Volunteer
RPSO	Regional Procurement Supplies Office
RSO	Regional Security Officer
SAV	Special Assignment Volunteer
SBD	Small Business Development
SCD	Service Computation Date
SED	Small Enterprise Development
SF-XXX	Standard Form Number XXX (as in SF-171)
SOW	Statement of Work
SPA	Small Project Assistance
SRPTC	Sub-Regional Programming & Training Coordinator
SSN	Social Security Number
STAU	Short Term Assistance Unit
TA	Task Analysis, Technical Assistance, or Travel Authorization
TCC	Temporary Continuation of Coverage
TCN	Third Country National
TCT	Third Country Training
TDY	Temporary Duty
TI	Trainee Input
TO	Training Officer or Travel Orders
TOT	Training of Trainers
TR	Trainee Requests
TSDU	Training and Staff Development Unit
TSP	Thrift Savings Plan
TSR	Training Status Report
UFR	Unfunded Request
USC	United States Code
UTR	Unfunded Trainee Request
USDO	U.S. Disbursing Office(r)
VAD	Volunteer Assignment Description
VRS	Volunteer Recruitment and Selection
VS	Volunteer Support
WID	Women in Development
WHO	World Health Organization

Glossary

Assignment Area (AA)	Description of the training, qualifications, and experience required for a specific Volunteer assignment. Also indicates a generic job title and code number for a Volunteer assignment.
Baseline Data	Data that describe the situation to be addressed by a project and serve as the starting point for measuring the performance of that project.
Benchmarks:	Activities or decision points that are critical to the achievement of objectives. Benchmarks should have time frames to help track progress towards meeting objectives.
Close of Service Conference	A planned event that marks the end of a Volunteer's service. Activities are planned to assist Volunteers in making the transition back to the United States and to receive Volunteer feedback on their assignments.
Community Members	The individuals who are the ultimate target of a project intervention and for whom the project is working to improve upon a basic life condition, i.e., food, shelter, health, employment, education, income - quality of life indicators, etc.
Community Partners	The individuals with whom Volunteers work in community settings, sometimes referred to as counterparts or service providers.
Competency	A particular skill, knowledge, attitude, or behavior required to perform a given task
Country Agreement	A legally binding document developed by the Peace Corps and the overseeing host-country governmental body responsible for overseeing Peace Corps activities. This document specifies Peace Corps program goals and activities.
Description of Work	Document that defines the goals of training and provides the following: general guidelines for trainer responsibilities, expected trainee competencies, number of instruction hours, course content, host-country officials to be used as resources for training, and country-specific requirements particular to the training.
Development Cooperation Agencies	Organizations involved in development efforts in the host country. These include large NGOs (CARE), bilateral organizations (USAID from the U.S. or DANIDA from Denmark), or multilateral organizations (UNICEF). These may or may not be stakeholders who have some involvement in a Peace Corps project. However, it is helpful to be aware of the activities of these agencies to better understand the development context in the host country and the most appropriate role for the Peace Corps.
Evaluation	Part of assessment, done at a particular point in time, such as in the middle or at the end of a project. It usually answers the questions: Did we do what we said we were going to do? and What are the results of our efforts?
Focus group	Data collection technique where a group of selected participants are guided in a discussion on a specific topic.

Host-country Agency Partners	Host-country government ministries and/or local non-governmental agencies (NGOs) that are co-designing, implementing, and assessing a project with Peace Corps. There may be one or more agency partners involved in a project in some role.
Indicator	A marker or characteristic that represents the achievement of an objective. Indicators need to be relevant to the situation, specific, measurable, and feasible.
In-Service Training	Training activities that take place in the Volunteer's assigned country during the period of service and meet a Volunteer's ongoing training needs: technical, linguistic, cross-cultural, health, and personal safety.
Integrated Planning and Budget System (IPBS)	An annual process that describes a Peace Corps post's program strategies and goals, including proposed new projects, a description of the year's programming and training events, and budget for the country program.
Interview	A data gathering technique in which a set of questions (structured or unstructured) are asked of an individual or a group of individuals.
Learning Objective	Learning Objectives describe what the trainee will be able to do as a result of training. Most learning objectives are made up of three parts: 1. Performance, the measurable or observable knowledge, attitude, skill or behavior the trainee learns, 2. The condition under which the learned knowledge, attitude, skill or behavior is observed, and 3. The standard of performance, or how well the trainee demonstrates the new knowledge, attitude, skill or behavior.
Memo of Understanding	When referring to programming, an MOU is a document that defines the terms of agreement between Peace Corps and a host-country agency regarding a collaborative project. The MOU, also called "Project Agreement", contains or refers to the project plan and defines the responsibilities of the Volunteers, Peace Corps staff, and the HCA.
Monitoring	Part of an ongoing assessment that answers the question: How are we doing? It provides information on the day-to-day functioning of the project.
Observation	A systematic data collection technique for watching people or events and recording what is seen.
Outcomes	The changes in project participants resulting from project activities. Outcomes may relate to changes in knowledge, skills, attitudes, values, behavior, conditions, or status.
Participatory Evaluation	Participatory evaluation involves project stakeholders in the different phases of an evaluation effort including planning and design, collecting and analyzing the data, and disseminating and using the results.
Program	Refers to all Volunteer activities within one country. For example, the entire Peace Corps operation in Ecuador is referred to as the Peace Corps program in Ecuador.

Project	All Volunteer activities related to a common purpose. The purpose is achieved by implementing a set of goals and objectives. For example, under the Health sector in Mali, there are two projects – one Water/Sanitation Project and one Maternal and Child Health project.
Project Agreement	A document which, although not legally binding, serves as a contract between the Peace Corps and host-country agency, clearly defining the purpose, goals, objectives and details of a project, as well as the responsibilities of each party. Also known as a Memo of Understanding (MOU) in some countries.
Project Agreement	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria and host-country needs. The project plan is often incorporated into a project agreement or MOU that is jointly signed.
Project Criteria	Peace Corps priorities reflecting philosophy, needs, and resource availability that should be incorporated into each project. While each criterion need not be met in every project, each must be addressed.
Project Goal	A project goal statement should answer the question: What condition needs to occur to achieve the project's purpose?
Project Objective	Project objectives describe what activities will take place and the desired change that will occur because of those activities. Project objectives answer two questions: What major activities will Volunteers and their community partners do? and What knowledge, attitudes, skills or behaviors are expected to change because of these activities? Project objectives should be measurable and time bound.
Project Participants	All of those involved, in one way or another, in the promotion, design, organization, implementation, evaluation and/or documentation of a project, to include community members, host-country agency partners, community partners, coworkers, and supervisors.
Project Plan	The written agreement between the Peace Corps and a host-country agency that serves as a working document, defining why and how they will proceed with a project strategy and Volunteer assignments. It is compatible with Peace Corps programming criteria, host-country priorities and community needs and resources, and consists of project background, project description including the project framework (project purpose, goals and objectives), monitoring and evaluation plan, and project management. The project plan is often incorporated into a project agreement or memo of understanding that is jointly signed.
Project Purpose	A project purpose statement that answers the question, What is the broad desired improvement in people's lives that will result from this project? The statement should be brief and visionary and explain why the project is being implemented.
Qualitative data	Pieces of information in the form of words, usually quotes and a description that answers questions about "why" and "how."

Quantitative data	Pieces of information in the form of numbers that answers questions about "what" and "how many."
Quarterly Trainee Request System	A process by which posts, four times a year, project the numbers and types of Volunteers needed for the country projects.
Questionnaire	A written document consisting of questions that individuals are asked to complete, either by themselves or with the data collector.
Sector	Refers to all activities related within one content area. Peace Corps activities are usually classified according to the following sectors: Agriculture, Business Development, Education, Environment, Health, and Youth Development.
Stakeholder	Individuals or groups of individuals who either affect or are effected by a project. In a Peace Corps project, this typically includes Volunteers, community partners, community members, supervisors, host-country agency partners, programming and other post staff, and Peace Corps headquarters staff.
Statement of Work (SOW)	Part of the contractual document that outlines the responsibilities of a person performing a Personal Services Contract (PSC) or an organization performing under a non-Personal Services Contract. The SOW is included in the Request for Proposal (RFP) provided to contractors who wish to bid for a training program or other Peace Corps contract.
Supervisor	A person within a government agency or non-governmental organization (NGO) in charge of a particular department or unit to which Volunteers are assigned.
Task Analysis	An examination of project objectives to determine the discrete activities that a Volunteer must be trained to perform in order to accomplish the objective.
Task, Project	Activities that Volunteers perform to meet the project's goals and objectives.
Training Goal	A training goal describes the broad desired results of a training event.
Training of Trainers (TOT)	A program to prepare training staff for their duties. The TOT is attended by the Training Manager, coordinators, language instructors and other instructors, and support staff as determined by the Training Manager.
Volunteer Assignment	A set of responsibilities to be undertaken by one or more Volunteers working on a project. For example, the Health project in Ecuador has two Volunteer assignments: 1) an assignment which includes activities requiring the skill of a person with a degree in health, and 2) an assignment which includes activities requiring the skills of a person who has a background and an expressed interest in community extension work in health.

Volunteer Assignment Description (VAD)	The document outlining the responsibilities, activities, work objectives, cross-cultural expectations, living conditions, entry skills, and other competencies required for a given Peace Corps Volunteer assignment. It is used by placement officers to select and place future Volunteers, and to inform those invited to become Volunteers about the assignment they are being offered.

Index

Annual Calendar 11
Annual Planning Cycle 6
Budgeting Processes 3
Calendar of Events 9
Close of Service (COS) 8, 39, 44, 111
In–Service Training (IST) 8, 9, 39, 43
Integrated Planning and Budget System. 3, 6
Invitee Materials 57
IPBS 3
Mid–Service Conference 33, 39, 43
Operating Plan 5
Periodic Budget Review 5
Planning and Budget Activities Annual Calendar 7
Pre–Service Training (PST) 40
Project Status Reports 6
Quarterly Trainee Request System 5
Site Development 13
Site Selection Criteria 18
Site Visit Reports 48, 51
Staff Work Plans 8
Staging Materials 57
Training Calendar 45
Training Status Reports 6
Training Volunteers 39
Volunteer Newsletters 58
Volunteer Placement 29
Volunteer Request Process 5

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").